

WEBSTER UNIVERSITY IN VIENNA
ANNUAL REPORT 2007
for the Academic Year 2006-07

Submitted to the

Austrian Accreditation Council

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INTRODUCTION

This report covers the 2006-07 academic year, from our Fall I, 2006 term, which began on August 28, 2006, through our Summer, 2007 term, ending on July 13, 2007. The report follows the format specified by the Austrian Accreditation Council on October 7, 2004. We will hereafter refer in this report to the 2006-07 academic year as “this year” or the “current year.”

This year was once again a very good year for Webster Vienna. For the seventh consecutive year we broke the all-time record for enrollments established the preceding year. As required by the Accreditation Council, we repeated the search for six full-time senior professors following the appointment process (*Berufungsordnung*) approved by the Council at their meeting on December 15, 2006, and we were able to fill five of these positions. We also hired thirteen half-time junior professors in order to satisfy the requirements of basis criterion 1 as specified by the Council on February 12, 2004. Our student body grew by over 7%, and we made several significant improvements in our facilities to accommodate our continued growth and the new half-time faculty members. Financially, it was also a good year.

We were able to cover all of our direct and indirect costs this year with a surplus of €261,472 this year (discounting a one-time €623,498 write-off of the deficit accrued in the wholly-owned subsidiary that operates the Professional Development Center over the last four years).

The report is divided into two parts, following the format referred to above, as follows:

1. Angaben zum derzeitigen Entwicklungsstand
2. Angaben zu erheblichen Veränderungen gegenüber dem letzten Jahresbericht

Part 1

Angaben zum derzeitigen Entwicklungsstand

Part one is divided into the following 6 sections and subsections specified in the annual report format:

1.1. Studierende

- Zahl der Studierenden, StudienanfängerInnen, und der AbsolventInnen im Berichtszeitraum
- Betreuungsrelation wissenschaftliches Stammpersonal/Studierende (insbesondere bei Bachelor-, Master-, Doktorarbeiten)
- durchschnittliche Studiendauer, Drop-out-Rate
- Ergebnisse der Beobachtung von Absolventenkarrieren (wenn vorhanden)
- Teilnahme an Mobilitätsprogrammen für Studierende
- erfolgte Vergabe bzw. Vermittlung von Stipendien durch die Bildungseinrichtung
- Höhe der Studiengebühren

1.2. Wissenschaftliches Personal

- Name, Qualifikation, Vertragsverhältnis, Ausmaß der Beschäftigung in Forschung und Lehre des wissenschaftlichen Stammpersonals und der externen Lehrbeauftragten
- Übersicht der Zuordnung des wissenschaftlichen Stammpersonals zu Studiengängen und Forschungsbereichen
- Übersicht der Zuordnung des externen wissenschaftlichen Personals zu Studiengängen und Forschungsbereichen
- Dokumentation der bisher erfolgten Personalauswahlverfahren für das wissenschaftliche Stammpersonal, insbesondere der Berufungsverfahren für ProfessorInnen
- Dokumentation der bisher erfolgten Habilitationsverfahren (sofern vorgesehen)
- Maßnahmen zur Nachwuchsförderung und Personalentwicklung

1.3. Finanzen

- Darstellung der laufenden finanziellen Gebarung
- Budget- und Finanzierungsplan (Einnahmen- und Ausgabenrechnung) für mindestens fünf Jahre mit Angaben über die Finanzierungsquellen (inkl. Eigenkapital)

1.4. Forschung, Kooperation

- Forschung in der Institution sowie aktuelle und abgeschlossene Forschungsprojekte und –kooperationen
- strategische Forschungsplanung
- Dokumentation der Projekte internationaler Kooperationen in Forschung und Lehre
- Zusammenarbeit mit anderen Institutionen des Hochschulbereichs, dem beruflichen Umfeld und den relevanten gesellschaftlichen Akteuren

1.5. Qualitätssicherung

- Organisation und Instrumentarien der internen Qualitätssicherung
- Ergebnisse interner oder externer Evaluierungen (Expertenberichte)
- Maßnahmen zur Implementierung der Ergebnisse von internen und externen Qualitätsüberprüfungen
- Akkreditierungsansuchen bei ausländischen Agenturen und deren Ergebnis (falls vorhanden)

1.6. Entwicklungsbereiche

- die Umsetzung des bei der Erstakkreditierung bzw. Reakkreditierung vorgelegten Entwicklungsplans
- Darstellung einer klaren Profilstruktur und eines Entwicklungsplanes für die Institution

1.1. Studierende

1.1.1. Zahl der Studierenden, StudienanfängerInnen, und AbsolventInnen

Studierende

Following a 6% increase in student numbers last year, we enjoyed a 7% increase this year. Both our student numbers and our enrollments are thus once again at an all-time high.

The first table below provides an overview of our graduate and undergraduate student numbers for this year and last year, and each of the other tables provides a breakdown of these numbers by degree program, first for graduate programs and then for undergraduate programs.

Since students may start or finish their programs at Webster during any of our five 8-week terms, the figures given for each year include all students who were enrolled during at least one of the five 8-week terms from Fall I to Summer.

Overview of All Students

All Students by Level	2005-06	2006-07	Difference
Graduate students	185	210	+25
Undergraduate students	424	444	+20
Total	609	654	+45

All Graduate Students by Major

All Graduate Students by Major	2005-06	2006-07	Difference
M.B.A.	111	110	-1
General	90	89	-1
Finance	10	9	-1
Human Resources Management	2	4	+2
International Business	1	3	+2
Marketing	8	5	-3
M.A.	76	77	+1
Finance	10	8	-2
Human Resources Management	14	13	-1
International Business	11	10	-1
International Relations	27	32	+5
Marketing	14	14	–

M.S.	–	7	+7
Finance	–	7	+7
Study Abroad¹/Non-degree²	8	24	+16
Total	195³	218³	+23

All Undergraduate Students by Major

All UG Students by Major	2005-06	2006-07	Difference
B.B.A.	68	52	-16
Business Administration	68	52	-16
B.A.	305	324	+19
Art	9	14	+5
Business Administration	5	5	–
International Relations	60	63	+3
Media Communications	32	36	+4
Management	148	154	+6
Psychology	42	44	+2
Other/Undecided	9	8	-1
B.S.	40	58	+18
Business Administration	22	41	+19
Computer Science	18	17	-1
Study Abroad¹/Non-degree²	52	58	+6
Total	465³	492³	+27

Notes:

1. Study Abroad students are students from other Webster Campuses or other universities who are spending one or more terms at Webster Vienna. Since they are studying at Webster for only a short time, we do not include them in the major counts (many of them are majoring in areas that we do not offer in Vienna).
2. Non-degree students are students who are taking courses for credit but who are not seeking a degree from Webster.
3. The total number of students by major is higher than the total number of students because some students are pursuing double majors, which means they will satisfy the course requirements for two majors.

StudienanfängerInnen

Following a large increase in the recruitment of new students at both the graduate and undergraduate levels last year (30%), we experienced a modest decrease this year (12%), but the recruitment level this year was nonetheless significantly higher than the previous two years (183 new students were recruited this year vs. 172 and 160 in 2003-04 and 2004-05, respectively).

The first table below provides an overview of graduate and undergraduate new students this year and last year, and each of the other tables provides a breakdown of these numbers by

degree program, first for graduate programs and then for undergraduate programs. As with the student numbers above, these numbers include all students who began their studies during any of the five 8-week terms in the given academic year.

Overview of New Students

New Students by Level	2005-06	2006-07	Difference
Graduate students	84	68	-16
Undergraduate students	124	115	-9
Total	208	183	-25

New Graduate Students by Major

New Graduate Students by Major	2005-06	2006-07	Difference
M.B.A	52	30	-22
General	46	23	-23
Finance	3	3	–
Human Resources Management	1	1	–
International Business	0	2	+2
Marketing	2	1	-1
M.A.	34	30	-4
Finance	4	–	-4
Human Resources Management	3	5	+2
International Business	7	3	-4
International Relations	14	16	+2
Marketing	6	6	–
M.S.	–	6	+6
Finance	–	6	+6
Non-degree¹	1	2	+1
Total	87²	68	-19

New Undergraduate Students by Major

New UG Students by Major	2005-06	2006-07	Difference
B.B.A.	21	–	-21
Business Administration	21	–	-21
B.A.	95	109	+14
Art	1	7	+6
Business Administration	–	–	–
International Relations	21	22	+1
Media Communications	19	12	-7
Management	33	49	+16

Psychology	15	14	-1
Other/Undecided	6	5	-1
B.S.	19	22	+3
Business Administration	14	18	+4
Computer Science	5	4	-1
Non-degree¹	–	1	+1
Total	135²	132²	-3

Notes:

1. Non-degree students are students who are taking courses for credit but who are not seeking a degree from Webster.
2. The total number of new students by major is higher than the total number of new students because some students are pursuing double majors, which means they will satisfy the course requirements for two majors.

AbsolventInnen

We had a decline in the total number of students who graduated this year and last year, for a net decline of 20% over two years (2005-06 over 2003-04). This decline is due to the uneven recruitment of new students over the last six years, which resulted in an unusually large number of graduating students in 2003-04. The extent to which the 2003-04 graduating class constitutes an outlier is evidenced by the fact that we had a net increase of 15% in graduating students over the last three years (2005-06 over 2002-03).

The figures for students who graduated this year are also provided in three tables, starting with the overview of all graduates and followed by a breakdown by level and degree program. Once again, these numbers include all students who finished their degree programs during any of the five 8-week terms in the given academic year.

Overview of Students who Graduated

Students who Graduated, by Level	2005-06	2006-07	Difference
Graduate Program	41	26	-15
Undergraduate Program	69	71	+2
Total	110	97	-13

Graduate Students who Graduated, by Major

Graduate Students who Graduated, by Major	2005-06	2006-07	Difference
M.B.A	27	19	-8
General	20	15	-5
Finance	4	1	-3
Human Resources Management	–	1	+1

International Business	–	1	+1
Marketing	3	1	-2
M.A.	14	9	-5
Finance	2	1	-1
Human Resources Management	3	2	-1
International Business	1	2	+1
International Relations	5	–	-5
Marketing	3	4	+1
Total	41	28¹	-13

Undergraduate Students who Graduated, by Major

Undergraduate Students who Graduated, by Major	2005-06	2006-07	Difference
B.B.A.	8	16	+8
Business Administration	8	16	+8
B.A.	63	56	-7
Art	2	2	–
Business	2	1	-1
International Relations	11	6	-5
Media Communications	1	5	+4
Management	37	31	-6
Psychology	9	9	–
Other/Undecided	1	2	+1
B.S.	5	4	-1
Business Administration	1	2	+1
Computer Science	4	2	-2
Total	76¹	76¹	–

Note:

1. The total number of students who graduated, by major, is higher than the total number of students who graduated because some students are double majors, which means they completed the course requirements for two majors.

1.1.2. **Betreuungsrelation wissenschaftliches Stammpersonal/Studierende (insbesondere bei Bachelor-, Master-, Doktorarbeiten)**

Betreuungsrelation wissenschaftliches Stammpersonal/Studierende

The faculty-student ratio is the ratio of full-time equivalent (FTE) core faculty members to the total number of students. We have two categories of core faculty members as follows:

- Full-time and part-time faculty members who are given contracts for one or two years, including full-time visiting faculty members from our home campus in St. Louis who taught in Vienna this year.
- Adjunct faculty members whose combined load of teaching, research, and administrative responsibilities is equivalent to half-time employment or more. Our criterion for a full-time teaching load is 10 courses per year, or 2 courses per 8-week term. Accordingly, we count as core faculty members adjunct faculty who taught at least 5 courses this year, or who carried out a combination of teaching, research, and administrative responsibilities that is equivalent to at least 5 courses.

In addition to the core faculty, we also employ a number of adjunct faculty members who are employed less than half time.

According to these definitions, 28 core faculty members and 84 adjunct faculty members with less than half-time teaching loads taught at Webster Vienna this year. The following table provides a breakdown of all faculty members and includes the number of courses taught by each group:

Overview of All Faculty Members, 2006-07

Faculty Overview	No. of faculty	No. of courses Taught
Core faculty	28	146.2
Contract faculty	20	94.7
Local	16	88.4
St. Louis	4	6.3
Adjunct faculty \geq half time	8	51.5
Adjunct faculty $<$ half time	84	124.9
Total	112	271.1

Since not all of the 28 core faculty members had full-time appointments at Webster Vienna, the table below provides a calculation of the number of FTE core faculty members. The table lists the core faculty members, their academic degrees, and the percentage of their teaching, research, and administrative appointments. The percentages are expressed in decimal form, and the sum of the percentages of each faculty member's appointment represents the percentage of her or his full-time employment. This sum is given in the last column, and the sum of that column represents the total number of FTE faculty members that taught at Webster Vienna this year.

FTE Core Faculty 2006-07

FTE Core Faculty 2006-07		%	%	%	
Faculty Member	Qualifications	Teaching	Research	Admin.	Total
Bond Benton	M.A.	.2		1.0	1.0
Jennifer Daigle	M.O.	.15		1.0	1.0
Prentiss Dunn	M.F.A.	.6			.6
Michael Freund (Dept. Head)	Ph.D.	.35	.5	.2	1.0
Samia Geldner (Dept. Head)	M.A.	1.0		.3	1.0
Arno Haslberger	Doktorat	.6	.5		1.0
Hendrik Homan	M.B.A.	.5			.5
Andrew Horsfield	M.A.	1.0			1.0
Jeffrey Hughes ¹	Ph.D.	.13	.1		.23
Dorothy Kopel	Ph.D.	.5		.58	1.0
Christopher Kummer	Doktorat	.6	.5		1.0
Thomas Lang ¹	M.F.A.	.1	.1		.2
Brian Lewis (Dept. Head)	M.A.	.3		.2	.5
Anthony Löwstedt	Doktorat	.75			.75
Dardis McNamee	B.A.	.9			.9
Don Morse ¹	Ph.D.	.2	.1		.3
Christian Newman (Dept. Head)	M.S.e.	.6		.6	1.0
Thomas Oberlechner (Dept. Head)	Doktorat	.42	.5	.3	1.0
David Pamphlett	M.A., F.C.A.	.2		1.0	1.0
Johannes Pollak	Doktorat	.6			.6
Monika Schwärzler-Brodesser	Doktorat	.5	.5		1.0
A. Nicholas Simon	J.D., Doktorat	.6			.6
Peter Sunley (MRKT Coord.)	Dipl. Kfm.	.6			.6
Gordon van der Veen	M.A.	1.0			1.0
Ibrahim Wazir	M.A.	.8	.02		.82
Gregory Weeks (Dept. Head)	Doktorat	.62	.5	.2	1.0
Donald Westerfield ¹	Ph.D.	.2	.1		.3
Norbert Wetzal (HRMG Coord.)	Dkfm., MBA	.6		.05	.65
Total		14.62	3.42	5.43	21.55²

Notes:

1. This is a full-time faculty member from Webster St. Louis who taught in Vienna this year. Each visiting faculty member's contract in St. Louis requires her or him to carry out research, so in addition to her or his teaching load in Vienna, the percentage of research given in the research column is based on the number of terms s/he spent in Vienna as a visiting faculty member.
2. The sum of the 3 columns is for some faculty members greater than 1.0 because they either had course overloads or took on additional research and/or administrative responsibilities that caused such overloads. In these cases, the overload has been discounted by setting the faculty member's total load at 1.0.

The ratio of FTE core faculty to students this year is thus as follows:

Faculty-Student Ratio 2006-07

FTE Core Faculty-Student Ratio	2006-07
No. of FTE core faculty	21.55
No. of students	654
Ratio	1:30

Betreuungsrelation wissenschaftliches Stammpersonal/Studierende bei Bachelor- und Masterarbeiten

Since we do not offer a doctoral degree, the faculty supervision of theses is limited to bachelor and master degree theses. The faculty-student thesis ratio is the ratio of FTE core faculty members authorized to supervise bachelor and master degree theses in the current year to the total number of students who wrote theses this year. In this case, the number of qualified thesis advisors is higher than the number of students who wrote theses since none of our bachelor or master degree programs *requires* students to write theses. Nonetheless, students in several programs may elect to write theses to satisfy research requirements in those programs.

Two bachelor degree programs provide opportunities for students to write bachelor theses, namely, the B.A. program in international relations and the B.A. program in media communications. In both cases, a student may choose either to write a thesis or to satisfy the research requirement in the program by taking a research methods course.

At the graduate level, M.B.A. degree programs with an emphasis and all M.A. and M.S. degree programs offer students the opportunity to write theses. A student in any of the five M.B.A. programs with an emphasis and, the five M.A. programs, and the M.S. in finance program may choose either to write a six-credit master's thesis or to satisfy the research requirement by taking a three-credit research course and a second three-credit course of their choice.

The degree programs in which students may write theses are thus as follows:

Programs in which Students May Write Theses

Programs in which Students May Write Theses
M.B.A with an Emphasis
Finance
Human Resources Management
International Business
International Relations
Marketing

M.A.
Finance
Human Resources Management
International Business
International Relations
Marketing
M.S.
Finance
B.A.
International Relations
Media Communications

The following table shows the number of students who chose to write theses for the last two years, along with the comparative numbers for the previous year:

Students who Wrote Theses

Students who Wrote Theses	2005-06	2006-07	Difference
Undergraduate students	3	4	+1
Graduate students	3	5	+2
Total	6	9	+3

The degree programs listed above belong to four departments: business, management, international relations, and media communications. This year there were 30 faculty members who were authorized to supervise student theses, as follows:

Faculty Members Authorized to Supervise Theses

Faculty Thesis Advisors 2005-06	Qualifications	Total
Area and Faculty Member		
Business		
Mehdi Ali	Ph.D.	
Luba Habodaszova	Ph.D.	
Christian Kreuzer	Doktorat	
Christopher Kummer	Doktorat	
Markus Schwaiger	Doktorat	
A. Nicholas Simon	J.D., Doktorat.	
Koko Warner	Doktorat	
Donald Westerfield ¹	Ph.D.	
Norbert Wetzel (HR Mgt. Coord.)	Dipl. Kfm., M.B.A.	
Karl Zehetner	Doktorat	
Subtotal		10

Management		
Claus Ebster	Doktorat	
Arno Haslberger	Doktorat	
Christopher Kummer	Doktorat	
Rudolf Vogl	Doktorat	
Claudia Wendrich	Ph.D.	
Norbert Wetzel (HR Mgt. Coord.)	Dipl. Kfm., M.B.A.	
Subtotal		6
International Relations		
Gregory Weeks (Dept. Head)	Doktorat	
Frederick Bonkovsky	Ph.D.	
Sandeep Chawla	Ph.D.	
Eric Frey	Doktorat	
Brigitte Holzner	Doktorat	
Lonnie Johnson	Doktorat	
Karin Kneissl	J.D.	
Birgit Niessner	Doktorat	
Johannes Pollak	Doktorat	
David Reichardt	Ph.D.	
Bisera Turkovic	Ph.D.	
Semra Turkovic-Hrle	Ph.D.	
Koko Warner	Doktorat	
Claudia Wendrich	Ph.D.	
Burcin Yurtoglu	Doktorat	
Subtotal		15
Media Communications		
Michael Freund (Dept. Head)	Ph.D.	
Anthony Löwstedt	Doktorat	
Subtotal		2
Total		29²

Notes:

1. This is a visiting professor from Webster St. Louis.
2. The total number of faculty thesis advisors is less than the sum of the 4 departments because 4 faculty members teach and may supervise theses in two different departments.

The faculty-student thesis ratio is accordingly:

Faculty-Student Thesis Ratio

Faculty Thesis Advisor-Student Ratio	2006-07
No. of faculty thesis advisors	29
No. of students who wrote theses	9
Ratio	3:1

1.1.3. durchschnittliche Studiendauer, Drop-out-Rate

durchschnittliche Studiendauer

The average duration of studies for graduate and undergraduate students are taken from the calculation of 6-year graduation rates, which are based on cohort groups of first-year students who began their studies 6 years previously. Since the cohorts tracked include only students who started their programs in the Fall semester of each year, the number of students included in the calculation is smaller than the total number of students who started their programs in the given year. The following figures are for the most recent cohort group from 2001 along with the comparative figures for the 2000 cohort:

Average Duration of Studies

Average Duration of Studies	2000 Cohort		2001 Cohort	
	No.	Avg. in yrs.	No.	Avg. in yrs.
Graduate:	20	2.4	20	2.4
M.B.A. with an Emphasis	3	3.6	4	2.5
General M.B.A.	7	2.3	9	2.0
M.A.	10	2.4	7	2.7
Undergraduate	36	3.6	50	3.7

The graduate degree programs are listed separately in the above table because unlike the undergraduate programs they vary in length, and, in the case of the M.B.A. programs, they also vary according to the number of prerequisite courses students must take. M.B.A. students must take up to 3 prerequisites if they have not taken the corresponding subjects in their undergraduate studies within five years of beginning their graduate program.

The number of courses required in the graduate programs and the corresponding number of years required to complete the programs for both full-time and part-time students, are as follows:

Length of Graduate Programs

Graduate Program Length	No. of courses	No. of yrs full-time	No. of yrs part-time
Program			
M.B.A. with an emphasis	16 - 19 courses	1.6 – 1.9	3.2 – 3.8
General M.B.A.	12 - 15 courses	1.2 - 1.5	2.4 – 3.0
M.A.	12 courses	1.2	2.4

The number of years required to complete each of the graduate programs assumes that students will attend all five 8-week terms each year. However, many graduate students, especially working students, sometimes interrupt their studies, in which case they of course take longer to complete them.

As the table shows, the average length of time graduate students needed to complete their studies was significantly higher than the time that would be required for full-time students to finish. This is because a large majority of our graduate students work, and are therefore

studying only part-time.

All of our undergraduate degree programs are four-year programs, but many of our students complete their studies in less than 4 years. There are three reasons why this is the case:

- 1) Many students receive up to one full year of university credit for advanced courses they took in high school.
- 2) Students who transfer to Webster from other universities but have less than one year of transfer credit are also included in the cohorts of first-year students, but only the time they spent at Webster is included in the calculation of the average duration.
- 3) A large majority of our students attend the 8-week summer term, which is not included in the calculation of the four years needed to complete the program. Students who attend the Summer session each year can finish their programs in three years.

Drop-out-Rate

The dropout rate is the opposite of the retention rate. The University calculates a retention rate over 6 years, which, like the 6-year graduation rate, is based on the progress of the cohort group of first-year students who began their studies in the Fall semester 6 years previously. The 6-year retention rate measures the percentage of students in the cohort group who have either completed their studies at Webster Vienna or are still pursuing them. The following table provides the most recent 6-year retention results for the cohort of first-year students who began their studies at Webster Vienna in Fall, 2001 along with the comparative figures from the Fall, 2000 cohort group:

6-Year Retention Rates

6-Year Retention Rates	2000 Cohort		2001 Cohort	
	No.	Percentage	No.	Percentage
Graduate	20	75%	20	70%
Undergraduate	36	69%	36	76%

Since the dropout rate is the opposite of the retention rate, we can represent the dropout rate as follows:

Dropout Rate based on 6-Year Retention Rates

Dropout Rate based on 6-Year Retention Rates	2000 Cohort		2001 Cohort	
	No.	Percentage	No.	Percentage
Graduate	20	25%	20	30%
Undergraduate	36	31%	36	24%

1.1.4. Ergebnisse der Beobachtung von Absolventenkarrieren (wenn vorhanden)

We do not currently track the careers of our alumni. We would like to do so in future, but we do not currently have the administrative resources to do so.

1.1.5. Teilnahme an Mobilitätsprogrammen für Studierende

Webster University has a very strong study abroad program that utilizes its multi-campus network. The program supports study abroad experiences by paying for students' flights from Webster's American campuses to its international campuses or from the international campuses to American campuses. The main international destinations for American students are the four European campuses in Geneva, Leiden, London, and Vienna; the Thailand campus in Cha-am; three campuses in China in Shanghai, Shenzhen, and Chengdu; and an exchange program with a university in Osaka in Japan. All of these international campuses also draw study abroad students from other international universities.

For the last three years, Webster was recognized in *America's Best Colleges*, published by *U.S. News & World Report*, as providing a distinctive study abroad program. The publication lists schools with outstanding examples of academic programs that are believed to lead to student success. Higher education experts identified eight types of "distinctive" programs for the section and *U.S. News & World Report* invited college presidents, chief academic officers and deans of students to nominate up to ten institutions with "stellar examples of each program type." Webster University is listed as distinctive throughout the United States in the Study Abroad category. Programs at the schools on this list involve substantial academic work for credit—a year, a semester, or an intensive experience equal to a course—and considerable interaction with the local culture.

This year 28 Webster Vienna students spent one or more terms at another campus, and 79 students from other campuses spent one or more terms at Webster Vienna. The table below provides a breakdown of these figures for graduate and undergraduate students along with comparative figures from last year. The percentages are calculated with different bases. The base used in calculating the percentage of outgoing study abroad students is local Vienna degree-seeking students only, the total of which is 572 this year—186 for graduate students (210 minus 24 study abroad and non-degree students) and 386 for undergraduates (444 minus 58 study abroad and non-degree students), whereas the base used in calculating the percentage of incoming study abroad students is all students who studied in Vienna in the given year including study abroad and non-degree students, the total of which is 654 this year—210 for graduate students and 444 for undergraduates.

Student Mobility

Student Mobility	2005-06		2006-07		Difference
	Number	%	Number	%	Number
Vienna students studying abroad	22	4	28	4.9	+6
Graduate	3	1.7	3	1.6	-
Undergraduate	19	5.1	25	6.5	+6

Study Abroad students in Vienna	60	9.9	79	12.5	+19
Graduate	7	3.8	22	10.5	+15
Undergraduate	53	12.5	57	12.8	+4

As the table shows, almost 5% of all Webster Vienna students spent at least one term at another campus this year. This is a very high percentage considering that only 1% percent of all American students participate in a study abroad program during their entire university career.

1.1.6. erfolgte Vergabe bzw. Vermittlung von Stipendien durch die Bildungseinrichtung

Webster Vienna provides or arranges for three kinds of financial aid for its students, as follows:

- Scholarship grants
 - Funded by Webster Vienna: These scholarship grants are based on academic merit and financial need.
 - Funded by outside sponsors: These scholarship grants are also based on academic merit and financial need, but they may have additional conditions specified by the sponsor, such as having Austrian citizenship or pursuing an M.A. degree in finance.
- Work-study scholarships
 - Work-study scholarships require the student to work in administrative jobs, such as monitoring the library or computer lab, in exchange for some part of their course tuition. They are also based on academic merit and financial need.
- U.S. federal government-guaranteed bank loans
 - These loans are based on financial need, but only American citizens are eligible to receive them.

The following table provides an overview of the financial support provided for students this year in each of the above categories:

Financial Aid Summary

Financial Aid 2005-06	Number	Amount in €
Scholarships	15	117,659
Funded by Webster Vienna	8	48,060
Funded by outside institutions	7	69,599
Work-Study	36	103,484
Federal-Guaranteed Bank Loans	27	437,268
Totals	77	658,411

1.1.7. Höhe der Studiengebühren

Webster Vienna tuition fees are charged per course. The course fees for 3-credit courses for the current year are as follows:

- Graduate courses: €1680 per course
- Undergraduate courses: €335 per course

The fee for undergraduate courses offered for 1 credit is one-third of the above undergraduate fee for 3-credit courses, and the fee for undergraduate courses offered for 4 credits is four-thirds of the above undergraduate fee for 3-credit courses.

The cost of a full degree program depends on the number of courses required in the program. These requirements are as follows for each of our programs:

- Graduate programs:
 - M.A.: 12 courses @ €1680 per course = €20,160
 - General M.B.A.: 12 - 15 courses @ €1680 per course = €20,160 - 25,200
 - M.B.A. with an emphasis: 16 - 19 courses @ €1680 per course = €26,880 - 31,920
- Undergraduate programs: 43 courses @ €335 per course = €57,405

1.2. Wissenschaftliches Personal

1.2.1. Name, Qualifikation, Vertragsverhältnis, Ausmaß der Beschäftigung in Forschung und Lehre des wissenschaftlichen Stammpersonals und der externen Lehrbeauftragten

The names, qualifications, type of contract, and the teaching and research loads of all faculty members who taught this year are provided in the table below, listed in alphabetical order. Since January 1, 2007, we are required to treat all faculty members as *echter Dienstnehmer* regardless of the number of courses they teach. Accordingly, all faculty members who taught in the Spring I, Spring II, or Summer, 2007 terms are designated as “Salaried” in the “Type of Contract” column in the table below. Faculty members designated as “Adjunct” in that column are adjunct faculty members who taught only in the Fall I and Fall II, 2006 terms.

The percentages of a faculty member’s teaching and research loads are expressed in decimals. A full-time teaching load consists of 10 courses per year, or 2 courses per 8-week term. A full-time research faculty member is expected to spend half of her or his time doing research, so our six full-time research faculty members account for the bulk of the research we fund. We also continue to fund research on a project basis for non-research faculty members, and in this case the research load is calculated as the monetary equivalent of a teaching load. Accordingly, a 10% research load is equivalent to the compensation for teaching one course.

Faculty Qualifications, Contract Type, and Teaching and Research Loads

Faculty Details					
Faculty Member	Qualifications	Type of Contract	% Teaching	% Research	Total
Florin Abazi	M.A.	Salaried	.2		.2
Francisco Alcala-Soler	M.A.	Salaried	.1		.1
Mehdi Ali	Ph.D.	Adjunct	.2		.2
Markus Arpa	Mag.	Adjunct	.05		.05
Nina Arzberger	Doktorat	Salaried	.03		.03
Donald Baillie	Mag.	Salaried	.1		.1
Jozef Batora	Doktorat	Salaried	.1		.1
Bond Benton	M.A.	Salaried	.2		.2
Felix Binggeli	M.A.	Salaried	.1		.1
Gürkan Birer	Mag.	Salaried	.2		.2
Pat Blashill	M.A.	Salaried	.1		.1
Debra Brosius	Doktorat	Adjunct	.1		.1
Eugene Burns	MBA, FCCA	Salaried	.2		.2

Curtis Carlson	B.A.	Salaried	.4		.4
Elisabeth Cassels-Brown	M.A.	Adjunct	.1	.03	.13
Mason Chamie	D.E.A.	Salaried	.1		.1
Joy Chan	M.Com	Salaried	.1		.1
Neha Chatwani	Mag.	Salaried	.15		.15
Sandeep Chawla	Ph.D.	Salaried	.2		.2
Brian Conner	Dipl. Designer	Salaried	.1		.1
Sarah Cormack	Ph.D.	Adjunct	.1		.1
Jennifer Daigle	M.O.	Salaried	.15		.15
William Davis ¹	M.A.	Adjunct	.1		.1
Cyril Desbrulais	Ph.D.	Salaried	.1		.1
Prentiss Dunn	M.F.A.	Salaried	.6		.6
Claus Ebster	Doktorat	Salaried	.2		.2
Sharon Ehrlich	M.B.A.	Salaried	.2		.2
Michael Freund (Dept. Head)	Ph.D.	Salaried	.35	.5	.85
Eric Frey	Doktorat	Adjunct	.3		.3
Martin Fritz	Mag.	Adjunct	.1		.1
Samia Geldner (Dept. Head)	M.A.	Salaried	1.0		1.0
Stefan Geyerhofer	Mag.	Salaried	.3		.3
Paul Gillingwater	M.B.A.	Salaried	.3		.3
Peter Götzl	Dipl. Ing.	Salaried	.3		.3
Mark Groves	M.B.A.	Salaried	.2		.2
Luba Habodaszova	Ph.D.	Salaried	.1		.1
Albrecht Haller	Doktorat	Adjunct	.1		.1
Arno Haslberger	Doktorat	Salaried	.6	.5	1.1
Marianna Herwig	Mag.	Adjunct	.05		.05
Alexander Holzer	Mag.	Adjunct	.1		.1
Brigitte Holzner	Doktorat	Salaried	.1		.1
Hendrik Homan	M.B.A.	Salaried	.5		.5
Andrew Horsfield	M.A.	Salaried	1.0		1.0
Jeffrey Hughes ²	Ph.D.	Salaried	.13	.1	.23
Lonnie Johnson	Doktorat	Salaried	.1		.1
Michael Jordan	Dipl. Ill.	Adjunct	.1		.1
Anand Karunakaran	M.B.A.	Salaried	.1		.1
Elisabeth Knass	M.A.	Adjunct	.1		.1
Karin Kneissl	Doktorat	Salaried	.4		.4
Dorothy Kopel	Ph.D.	Salaried	.5		.5
Christian Kreuzer	Doktorat	Adjunct	.1		.1
Christopher Kummer	Doktorat	Salaried	.6	.5	1.1
Sylvia Kummer	Mag.	Salaried	.2		.2
Charles La Fond	M.I.M.	Salaried	.3		.3
Holger Lang	M.A.	Salaried	.42		.42
Thomas Lang ²	M.F.A.	Salaried	.1	.1	.2
Brian Lewis (Dept. Head)	M.A.	Salaried	.3		.3
Anthony Löwstedt	Doktorat	Salaried	.75		.75
Claudia-Maria Luenig	Mag.	Adjunct	.05		.05
Charles McFerren	M.B.A.	Adjunct	.1		.1
Dardis McNamee	B.A.	Salaried	.9		.9

Mara Mattuschka	Mag.	Adjunct	.1		.1
Roman Melesh	M.B.A.	Adjunct	.1		.1
Don Morse ²	Ph.D.	Salaried	.2	.1	.3
Christian Newman (Dept. Head)	M.S.e.	Salaried	.6		.6
Birgit Niessner	Doktorat	Adjunct	.1		.1
Thomas Oberlechner (Dept. Head)	Doktorat	Salaried	.42	.5	.92
Antonija Pacek	M.A.	Adjunct	.2		.2
Nenad Pacek	M.A.	Salaried	.1		.1
David Pamphlett	M.A., F.C.A.	Salaried	.2		.2
Beverly Piersol	B.A.	Adjunct	.03		.03
Sanja Plavcic	M.A.	Salaried	.1		.1
Hanno Poeschl	M.B.A.	Salaried	.3		.3
Johannes Pollak	Doktorat	Salaried	.6		.6
Ivo Ponocny	Doktorat	Salaried	.1		.1
Johanna Posset	Mag.	Salaried	.33		.33
David Reichardt	Ph.D.	Salaried	.2		.2
Daniel Rieppel ³	Ph.D.	Salaried	.1		.1
Stephen Robb	B.Sc.	Adjunct	.1		.1
Krista Rothschild	Mag.	Adjunct	.1		.1
Catherine Schmidt	Ph.D.	Salaried	.1		.1
Michael Schneider	M.F.A.	Salaried	.2	.03	.23
Samuel Schubert	B.A.	Salaried	.03		.03
Markus Schwaiger	Doktorat	Adjunct	.05		.05
Monika Schwärzler-Brodesser	Doktorat	Salaried	.5	.5	1.0
Dietrich Seidel	Ph.D.	Adjunct	.1		.1
A. Nicholas Simon	J.D., Doktorat	Salaried	.6		.6
Theodore Snydal	B.A.	Salaried	.1		.1
Peter Sunley (MRKT Coord.)	Dipl. Kfm.	Salaried	.6		.6
Andrei Tinca	M.B.A.	Salaried	.3		.3
Bisera Turkovic	Ph.D.	Salaried	.2		.2
Efstathia Tzemou	Ph.D.	Salaried	.15		.15
Jean-Pascal Vachon	M.A.	Salaried	.1		.1
Gordon van der Veen	M.A.	Salaried	1.0		1.0
Ioan Vlad	M.S.	Salaried	.2		.2
Rudolf Vogl	Doktorat	Salaried	.1		.1
Ibrahim Wazir	M.A.	Salaried	.8	.02	.82
Lydia Wazir	M.A.	Salaried	.1		.1
Gregory Weeks (Dept. Head)	Doktorat	Salaried	.62	.5	1.12
Claudia Wendrich	Ph.D.	Salaried	.2		.2
Donald Westerfield ²	Ph.D.	Salaried	.2	.1	.3
Norbert Wetzol (HR Coord.)	Dkfm., MBA	Salaried	.6		.6
David White	B.S.	Salaried	.23	.02	.25
Lorenz Wied	Mag., M.B.A.	Salaried	.1		.1
Victoria Williams	M.A.	Salaried	.2		.2
Siegfried Wiltschko	Mag.	Adjunct	.05		.05
Kent Wilson	M.B.A.	Salaried	.3		.3
Maya Yonesho	M.A.	Salaried	.02		.02
Burcin Yurtoglu	Doktorat	Salaried	.1		.1

Julia Zdrahal-Urbanek	Doktorat	Salaried	.1		.1
Karl Zehetner	Doktorat	Salaried	.2		.2
Philip Zimbardo	Ph.D.	Salaried	.05		.05
Total			27.11	3.5	30.61⁴

Notes:

1. This is a visiting adjunct faculty member from Webster St. Louis.
2. This is a visiting full-time faculty member from Webster St. Louis. Each full-time faculty member in St. Louis is expected to carry out research, so in addition to his teaching load in Vienna, the percentage of research given in the research column is based on the number of terms he spent in Vienna as a visiting faculty member.
3. This is a visiting full-time faculty member from an American university outside the Webster network.
4. This total includes faculty members' teaching and research responsibilities only; it does not include their administrative responsibilities.

1.2.2. Übersicht der Zuordnung des wissenschaftlichen Stammpersonals zu Studiengängen und Forschungsbereichen

A list of all core faculty members who taught this year, the departments in which they taught, their research areas, and their teaching and research loads is provided in the table below. Faculty members who taught in more than one department are listed in both departments with the corresponding teaching and/or research load in each department.

As stated in section 1.1.2 above, we define core faculty members as full-time and part-time faculty members who are given contracts for one or two years, including full-time faculty members from our home campus in St. Louis who taught in Vienna this year, as well as adjunct faculty members whose combined teaching and research load is equivalent to half-time employment or more. Our criterion for a full-time teaching load is 10 courses per year, or 2 courses per 8-week term, and a full-time research load is the monetary equivalent of a full-time teaching load. Accordingly, we count as core faculty members adjunct faculty who taught at least 5 courses this year, or who carried out a combination of teaching and research responsibilities that is equivalent to at least 5 courses.

Core Faculty by Department with Research Areas and Teaching and Research Loads

Core Faculty by Dept.	%	%	
Department & Name	Teaching	Research	Research Area
Art			
Monika Schwärzler-Brodesser	.4	.5	Art criticism
Jeffrey Hughes ¹	.13	.1	Art history
Thomas Lang ¹	.1	.1	Printmaking
Subtotal	.63	.7	
Business			
Christian Newman (Dept. Head)	.3		
Samia Geldner	.2		
Hendrik Homan	.3		

Christopher Kummer	.4	.5	Mergers & Acquis.
David Pamphlett	.2		
Gordon van der Veen	1.0		
Ibrahim Wazir	.5		
Donald Westerfield ¹	.2	.1	Economics
Norbert Wetzel	.3		
Subtotal	3.4	.6	
Management			
Christian Newman (Dept. Head)	.3		
Arno Haslberger	.6	.5	Human resource mgt
Henrik Homan	.2		
Christopher Kummer	.2		
Sanja Plavcic	.1		
A. Nicholas Simon	.6		
Peter Sunley (MRKT Coord.)	.6		
Norbert Wetzel (HRMG Coord.)	.3		
Subtotal	2.9	.5	
Computer Science			
Brian Lewis (Dept. Head)	.3		
Subtotal	.3	-	
International Relations			
Gregory Weeks (Dept. Head)	.62	.5	European history
Johannes Pollak	.6		
Subtotal	1.22	.5	
Media Communications			
Michael Freund (Dept. Head)	.35	.5	Media studies
Andrew Horsfield	.1		
Anthony Löwstedt	.35		
Dardis McNamee	.6		
Subtotal	1.4	.5	
Psychology			
Thomas Oberlechner (Dept. Head)	.42	.5	Decision theory
Jennifer Daigle	.15		
Subtotal	.57	.5	
English			
Samia Geldner (Dept. Head)	.8		
Andrew Horsfield	.9		
Dorothy Kopel	.3		
Dardis McNamee	.2		
Subtotal	2.2	-	
Mathematics			
Ibrahim Wazir (Dept. Head)	.3	.02	Computer algebra
Subtotal	.3	-	
General Electives			
Bond Benton	.2		
Prentiss Dunn	.6		
Dorothy Kopel	.2		

Anthony Löwstedt	.4		
Dardis McNamee	.1		
Don Morse ¹	.2	.1	Philosophy
Monika Schwärzler-Brodesser	.1		
Subtotal	1.8	.1	
Total	14.72	3.42	

Note:

1. This is a visiting full-time faculty member from Webster St. Louis. Each full-time faculty member in St. Louis is expected to carry out research, so in addition to his teaching load in Vienna, the percentage of research given in the research column is based on the number of terms he spent in Vienna as a visiting faculty member.

1.2.3. Übersicht der Zuordnung des externen wissenschaftlichen Personals zu Studiengängen und Forschungsbereichen

A list of all adjunct faculty members who are employed less than half time, the departments in which they taught, their research areas, and their teaching and research loads are provided in the table below. Faculty members who taught in more than one department are listed in both departments with the corresponding teaching and/or research load in each department.

Adjunct Faculty by Department with Research Areas and Teaching and Research Loads

Adjunct Faculty by Dept. 2005-06	%	%	
Department & Name	Teaching	Research	Research Area
Art			
Brian Conner	.1		
Sarah Cormack	.1		
Martin Fritz	.1		
Marianna Herwig	.05		
Michael Jordan	.1		
Sylvia Kummer	.2		
Holger Lang	.02		
Claudia-Maria Luenig	.05		
Mara Mattuschka	.1		
Beverly Piersol	.03		
Michael Schneider	.2	.03	Japanese prints
Maya Yonesho	.02		
Subtotal	1.07	.03	
Business			
Mehdi Ali	.2		
Markus Arpa	.05		
Donald Baillie	.1		
Gürkan Birer	.1		
Eugene Burns	.2		
Elisabeth Cassels-Brown	.1	.03	Cross-cultural mgt

Joy Chan	.1		
Luba Habodaszova	.1		
Anand Karunakaran	.1		
Christian Kreuzer	.1		
Charles McFerren	.1		
Hanno Poeschl	.1		
Markus Schwaiger	.05		
Kent Wilson	.2		
Karl Zehetner	.2		
Subtotal	1.8	.03	
Management			
Felix Binggeli	.1		
Neha Chatwani	.15		
Claus Ebster	.2		
Sharon Ehrlich	.2		
Mark Groves	.2		
Alexander Holzer	.1		
Charles La Fond	.3		
Roman Melesh	.1		
Nenad Pacek	.1		
Hanno Poeschl	.2		
Theodore Snyder	.1		
Rudolf Vogl	.1		
Claudia Wendrich	.2		
Lorenz Wied	.1		
Kent Wilson	.1		
Siegfried Wiltschko	.05		
Subtotal	2.3		
Computer Science			
Florin Abazi	.2		
Francisco Alcalá-Soler	.1		
Paul Gillingwater	.3		
Peter Götzl	.3		
Stephen Robb	.1		
Andrei Tinca	.3		
Ioan Vlad	.2		
David White	.23	.02	EXCEL textbook
Subtotal	1.73	.02	
International Relations			
Jozef Batora	.1		
Mason Chamie	.1		
Sandeep Chawla	.2		
Eric Frey	.3		
Brigitte Holzner	.1		
Lonnie Johnson	.1		
Karin Kneissl	.4		
Birgit Niessner	.1		
David Reichardt	.2		

Samuel Schubert	.03		
Bisera Turkovic	.2		
Burcin Yurtoglu	.1		
Subtotal	1.93	-	
Media Communications			
Pat Blashill	.1		
William Davis ¹	.1		
Albrecht Haller	.1		
Elisabeth Knass	.1		
Holger Lang	.4		
Subtotal	.8	-	
Psychology			
Nina Arzberger	.03		
Debra Brosius	.1		
Stefan Geyerhofer	.3		
Antonija Pacek	.2		
Ivo Ponocny	.1		
Krista Rothschild	.1		
Catherine Schmidt	.1		
Efstathia Tzemou	.15		
Julia Zdrahal-Urbaneck	.1		
Philip Zimbardo	.05		
Subtotal	1.23	-	
English			
Curtis Carlson	.4		
Lydia Wazir	.1		
Victoria Williams	.2		
Subtotal	.7	-	
Mathematics			
Gürkan Birer	.1		
Subtotal	.1	-	
General Electives			
Cyril Desbrulais	.1		
Johanna Posset	.33		
Daniel Rieppel ²	.1		
Dietrich Seidel	.1		
Jean-Pascal Vachon	.1		
Subtotal	.73	-	
Total	12.39	.08	

Notes:

1. This is a visiting adjunct faculty member from Webster St. Louis.
2. This is a visiting full-time faculty member from an American university outside the Webster network.

1.2.4. Dokumentation der bisher erfolgten Personalauswahlverfahren für das wissenschaftliche Stammpersonal, insbesondere der Berufungsverfahren für ProfessorInnen

As described in our August 22, 2007 Report on Faculty Appointments, we repeated the search process for six full-time senior professors this year (three years after we made the first four appointments to these positions), and at the same time we sought to fill twelve half-time junior professorships in order to meet the requirements for senior and junior professorships specified by the Austrian Accreditation Council on February 12, 2004. Our goal was to hire one senior professor and two junior professors in each of our 6 academic departments.

As also described in our August report, we were able to fill five of the senior professor positions and seven of the junior professorships. All of these new senior and junior professors started their positions in August, 2007.

In Fall, 2007 we hired an additional six half-time junior professors, all of whom started their new positions in January, 2008.

In the following, we present the outcomes of the search processes for the full-time senior professors and the half-time junior professors in turn.

Appointment of Full-Time Senior Professors

As described in our August report, following the appointment process for professors (*Berufungsordnung*) approved by the Council on December 15, 2006, we appointed the following applicants to full-time senior professorships:

- Art/Visual Culture: Dr. Monika Schwärzler-Brodesser
- Management: Dr. Arno Haslberger
- International Relations: Dr. Ludger Helms
- Media Communications: Dr. Michael Freund
- Psychology: Dr. Thomas Oberlechner.

See our August report for curriculum vitae for each of the above appointees.

As explained in our August report, the top-ranked candidate for the position in business administration did not accept our offer, so Dr. Hirsh made a second offer to the candidate who was ranked second by the search committee, and that offer was also turned down. Compensation was not a factor in either case. In one case, the candidate accepted a research position at another non-academic institution, and in the other case, the candidate decided to stay in her current research position at another institution for various professional and private reasons.

As also explained in our August report, the search committee agreed on a short list of four candidates for the business administration position, all of whom they interviewed, and they then recommended the three top-ranked candidates to Dr. Hirsh. Since the candidate ranked third by the search committee accepted another position before our process was completed, we were not able to fill this position. We have therefore launched a new search for the position, and we have posted a new announcement for it on our Web site with a start date of

August, 2008. The announcement is provided in Appendix A. We will also advertise the position in February.

Appointment of Half-Time Junior Professors

As described in our August report, each search committee for the half-time junior professor positions consisted of the director, the academic director, the respective department head, the respective full-time senior professor in the department, and one or more core faculty members chosen by the department head. In order to allow candidates for the senior position to apply for one of the junior positions if they were not selected for the senior position, we conducted the search for the junior positions in each department only after the senior appointment was made (except in the case of business administration since we were not able to fill the senior position, and we did not want to delay the junior professorship appointments).

As also described in our August report, we appointed the following seven applicants to half-time junior professorships:

- Art/Visual Culture: Dr. Sarah Cormack and Mag. Michael Schneider, M.F.A.
- International Relations: Dr. Gregory Weeks and Dr. Karin Kneissl
- Media Communications: Dr. Anthony Löwstedt, Mr. Holger Lang, M.A., and Ms. Dardis McNamee.

See our August report for curriculum vitae for each of the above appointees.

As explained in our August report, in two of the above three areas we have gone beyond the requirement to have two half-time junior professors in the department.

In the international relations department, Dr. Gregory Weeks, whom we originally hired four years ago as a senior professor, will continue as a full-time faculty member, but as a junior professor rather than a senior professor. We therefore have the equivalent of one and one-half junior professors in international relations.

In the media communications department, we hired three half-time junior professors, the equivalent once again of one and one-half junior professors. The reason in this case is that our media communications program, like the art/visual culture program, consists of both theoretical courses and production courses, but there are two main emphases within the production area: journalism and video production. We therefore decided to hire research faculty members in the theoretical area as well as in each of the main production areas. Accordingly, we hired Dr. Anthony Löwstedt for the theoretical area, Mr. Holger Lang for the video production area, and Ms. Dardis McNamee for the journalism area.

In Fall, 2007 we appointed the following additional six applicants to half-time junior professorships:

- Business Administration: Dr. Luba Habodaszova and Mag. Gürkan Birer, A.B.D.
- Management: Dr. Jeffrey Ballinger and Mr. Hanno Poeschl, A.B.D., M.Sc., M.B.A.
- Psychology: Dr. Julia Pitters and Dr. Efstathia Tzemou

Curriculum vitae for each of the above appointees are provided in Appendix B.

1.2.5. Dokumentation der bisher erfolgten Habilitationsverfahren (sofern vorgesehen)

Since we have no plans to offer a doctoral degree in the near future, we also have no plans to introduce a process to grant *Habilitation* to our faculty members.

1.2.6. Maßnahmen zur Nachwuchsförderung und Personalentwicklung

[Note: the following description of our faculty development mechanisms is taken from our 2006 Annual Report, except for references to specific activities from last year, such as faculty training events and the annual Faculty Retreat, which have been updated accordingly].

Since Webster University is primarily a teaching institution, our first priority is to maintain a high level of teaching effectiveness. We have a strong orientation program for new faculty members, and we support the personal development of all faculty members in several different ways.

A faculty body, the Faculty Development Committee, has the primary responsibility for promoting faculty development. The committee members include the academic department heads, the head of the Faculty Council, the academic director, and several additional faculty members inducted into the committee after having been recognized as outstanding teachers. The committee plays a leading role in most of the mechanisms we have developed to help faculty members continually improve their teaching effectiveness. These mechanisms are the following:

- **New Faculty Orientation**

We require each new faculty member to attend a New Faculty Orientation session, which are held at least 5 times per year. The 2½-hour session focuses on the main characteristics of effective teaching, and introduces new faculty members to the expectations we have of instructors at Webster. It also covers the most important academic policies and procedures, which are documented in the *Faculty Handbook*, described below.

- **Buddy System**

The Faculty Development Committee established the buddy system to provide an additional practical orientation to new faculty members. Each new faculty member is assigned to an experienced faculty member, her or his “buddy,” who is responsible for providing the new recruit with a hands-on introduction to teaching in the Webster environment. The buddies will typically visit and observe each other’s classes, and then discuss their experiences. First, the new instructor will visit one of the experienced buddy’s classes sometime before the new instructor begins teaching, and when she or he begins teaching, the experienced buddy will visit one of the new instructor’s classes.

- **Course Evaluation Feedback**

We provide each faculty member with feedback about each of her or his courses each term. This feedback is provided at the end of the course after the grades are turned in,

and it comes from student course evaluations administered in the penultimate week of the course (see section 1.5.1 below for a description of the course evaluation process). New faculty members receive additional feedback in the third week of the term from a special early course evaluation that allows students to identify any concerns they may have about the course and allows the new instructor to address those concerns during the remainder of the course. The results from both the early and the end-of-term evaluations provide valuable feedback to instructors that help them identify areas for improvement.

- Faculty Training Events

The Faculty Development Committee plans at least two faculty training events each year. These half-day seminars or workshops focus on teaching methods or tools, and are conducted either by outside experts or by our local faculty experts.

The following two faculty training events were held this year:

- Faculty Seminar on the book by Ken Bain, *What the Best College Teachers Do*, November 11, 2006. The seminar was conducted by our international relations department head, Dr. Gregory Weeks.
- Faculty Seminar on Optimizing Writing Assignments: Saturday, April 14, 2007. The seminar was conducted by the coordinator of the Writing Center at our home campus in St. Louis.

- Teaching Tools and Resources

The graduate faculty assistant provides technical support to faculty members in the following areas on request:

- Course websites: helps faculty members set up course websites for their courses using one of three facilities:
 - o The Connections homepage automatically set up for each class each term.
 - o The Electronic Reserves system provided through the Passports online research system.
 - o The full-function WebCT online course platform used to deliver all online courses.
- Passports: helps faculty learn how to use the extensive facilities of the online research system provided by the Webster University library in St. Louis. The assistant can also help faculty members find materials in the system for their classes.
- Turnitin.com: sets up faculty accounts with the anti-plagiarism service, Turnitin.com, and shows faculty members how to use this service.
- Grading Spreadsheet: prepares EXCEL grade sheets for faculty members.
- PowerPoint presentations: shows faculty members how to use PowerPoint to prepare presentations for their classes.

- Academic Team Support

The academic affairs department, consisting of the academic staff, the academic department heads, and the faculty, is one of four administrative departments. The academic team, consisting of the academic staff, including the graduate faculty assistant, provides the following support to faculty members to improve their teaching:

- *Faculty Handbook*: This 165-page handbook is sent to all new faculty members before the New Faculty Orientation. The first 20 pages provide logistic

information, describe academic procedures, and explain our policies and guidelines, and the remainder consists of a collection of teaching memos and reports on faculty training events distributed to faculty members over several years.

- Faculty Handouts: Handouts describing the tools and resources available to faculty members are distributed to instructors at the beginning of each term.
- Faculty Bulletin: This newsletter from the academic team provides faculty members each term with information about new institutional developments, tools and resources, new or cancelled programs, faculty news, staff changes, etc., and it provides feedback about academic concerns, such as cheating incidents and grading practices, reminds the faculty of our academic policies, and encourages them to use the teaching tools and resources described above. It also reports on faculty training events, general faculty meetings, and the annual faculty retreat.
- Software and equipment needs: Members of the academic team and the operations staff make sure faculty members have the software and equipment they need, and that their classrooms are set up according to their wishes. Faculty members are asked a week before the beginning of the term what special equipment they will need for each of their classes, such as a computer connection to the faculty network or the Internet, a data projector, a DVD player or video recorder, one or more flip chart stands, etc. Faculty members in the computer science and media communications programs and other instructors who use the computer labs for their classes are asked about their software needs at least one term before their courses begin to make sure the software can be purchased and made available to their classes.
- Administrative support: Members of the academic team provide faculty members with a wide range of administrative support services, such as copying handouts for their classes, returning their final exams and papers to their students, announcing short-term class cancellations to their students, providing them with contact information for their students or for other faculty members, and answering their questions about academic policies or practices.

- Academic Department Meetings

Faculty members in each academic department meet at least once per year to discuss the content and coordination of courses in each program. In the business and management department, separate meetings are held in each of five areas: accounting and finance, economics, human resource management, general management, and marketing. These discussions help instructors understand how their course or courses fit into the program as a whole, and what they can expect their incoming students to know from earlier courses in the program.

- Faculty Meetings

We organize regular faculty meetings two or three times per year. The central discussion at these meetings focuses on a teaching issue, about which faculty members exchange their experiences.

- Faculty Retreat

The Faculty Development Committee plans a Faculty Retreat each year. The goals of the retreat are threefold: 1) to inform faculty about new developments, 2) to discuss academic issues of importance to the faculty, and 3) to foster team building among faculty members. The retreat may also include training sessions on new teaching methods or tools.

This year's retreat was held on April 20 and the theme was "Cultural Communication

Without Conflict: Improving Communication in Multi-Cultural Classrooms and Workplaces.” Three experts presented different aspects of communication in a multi-cultural environment, which included a framework for understanding three levels of cultural differences, a presentation of some main categories of cultural differences, and experiences of the speakers in dealing with cultural differences. The presentations were followed by a discussion of several case studies dealing with cultural issues in the classroom.

- Faculty Recognition

We have two faculty awards for outstanding teaching, which are presented at our annual commencement ceremonies. The recipient of the Teacher of the Year award is selected by students in voting held at the end of the academic year, and the recipient of the Excellence in Teaching award is chosen by the Faculty Development Committee for having achieved a record of excellence in teaching over an extended period of years. These awards reward effective teaching and motivate faculty members to continually strive to improve their teaching.

1.3. Finanzen

1.3.1. Darstellung der laufenden finanziellen Gebarung

Die Einnahmen der Webster University, Vienna, (WUV) aus Tuition und sonstigen Leistungen an Studenten ist von EUR 4.937.044 im Jahr 2005/06 auf EUR 5.056.467 gestiegen. Die Anzahl der Studenten-enrollments ist in einem geringen Ausmaß von 4.028 in 2005/06 auf 3.998 in 2006/07 gesunken. Ab 2006/07 wurde begonnen, „online enrollments“ zu berücksichtigen. Das online-Programm wird an unserer Mutter-Universität in St.Louis, USA angeboten. Für im online-Programm inskripte WUV-Studenten erfolgt eine entsprechende Zuweisung der Netto-Erlöse durch die Webster University, St.Louis, USA an die WUV. Unter Berücksichtigung dieser online-enrollments belaufen sich die Gesamt-Enrollments für 2006/07 auf 4.040 (Vj. 4.070). Die sonstigen betrieblichen Erträge sind bei EUR 461.977 stabil geblieben (Vj. EUR 458.016).

Die Gesamtausgaben sind von EUR 5.102.104 im Finanzjahr 2005/06 auf EUR 5.256.972 in 2006/07 gestiegen. Dies entspricht einem Anstieg von 3,04 %.

Das Betriebsergebnis hat sich dadurch von EUR 292.956 in 2005/06 auf EUR 261.472 in 2006/07 verringert. Durch das in Folge negative Finanzergebnis für das Jahr 2006/07 von EUR -623.498, aufgrund der Wertberichtigung von Forderungen an die Webster Seminarbetriebs-und Handels-GmbH, sowie Steuern auf Kapitalertrag, ergibt sich ein Jahresfehlbetrag für 2006/07 von EUR -362.025, im Vergleich zu dem negativen Ergebnis des Jahres 2005/06 von EUR -224.938.

Der Bilanzverlust beläuft sich somit zum Ende des Geschäftsjahres 2006/07 auf EUR 2.307.258. Da die Webster University, St.Louis, USA mit einem Schreiben vom 09.07.2007 sich erklärte, die WUV mit ausreichenden finanziellen Mitteln auszustatten um ihren Zahlungsverpflichtungen nachzukommen, ist eine insolvenzrechtliche Überschuldung nicht gegeben. Dieses Subordination Agreement wie auch das gleiche Schreiben vom Jahr 2006 sind als Appendix C angegeben.

Die Gewinn- und Verlustrechnung vom Finanzjahr 2006-07 ist als Appendix D angegeben.

1.3.2. Budget- und Finanzierungsplan (Einnahmen- und Ausgabenrechnung) für mindestens fünf Jahre mit Angaben über die Finanzierungsquellen (inkl. Eigenkapital)

Five-Year Budget Plan, 2007-08 to 2011-12

Five-Year Budget Plan 2007-08 to 2010-12	2007-08	2008-09	2009-10	2010-11	2011-12
Einnahmen (in Euro)					
Anzahl Enrollments	4.162	4.200	4.250	4.300	4.400
Einnahmen aus Tuition	5.555.300	5.774.000	6.018.000	6.271.000	6.607.000
Übrige Einnahmen	278.000	280.000	282.000	284.000	286.000
Total	5.833.300	6.054.000	6.300.000	6.555.000	6.893.000
Ausgaben (in Euro)					
Personalaufwand Verwaltung	1.197.700	1.251.600	1.308.000	1.367.000	1.468.000
Personalaufwand Lehrkörper	1.811.600	1.893.000	1.978.000	2.067.000	2.209.000
<i>Subtotal Personalaufwand</i>	<i>3.009.300</i>	<i>3.144.600</i>	<i>3.286.000</i>	<i>3.434.000</i>	<i>3.677.000</i>
Sachaufwand	1.627.000	1.676.000	1.726.000	1.778.000	1.831.000
Indirect Costs St. Louis	1.083.000	1.126.000	1.174.000	1.223.000	1.288.000
Zuführung Eigenkapital	114.000	107.400	114.000	120.000	97.000
Total	5.833.300	6.054.000	6.300.000	6.555.000	6.893.000

1.4. Forschung, Kooperation

1.4.1. Forschung in der Institution sowie aktuelle und abgeschlossene Forschungsprojekte und –kooperationen

Most of the research projects undertaken this year were carried out by our six full-time research faculty members. We also continue to fund research projects on an individual project basis for adjunct faculty members. Lists of the research projects completed this year by each of the six research faculty members as well as their work in progress is provided in Appendix E, and a list of projects funded this year for adjunct faculty members is provided in Appendix F.

As can be seen from the lists of completed research projects and work in progress by our six research faculty members, they were actively engaged this year in research cooperations with professors from other institutions. Here are some of their collaborators:

- Arno Haslberger
 - Chris Brewster, University of Reading, UK
 - Michael Dickmann, Cranfield University, UK
 - Sharman Esarey, Ashridge Business School, UK
 - Paul Sparrow, Lancaster University Management School
 - Vlad Vaiman, Joanneum College, Graz
 - Karl Zehetner, PEF Private University, Vienna
- Chris Kummer
 - Amar KJR Nayak
 - Annabelle Pineda, T-Mobile Austria
 - Ulrich Steger, International Institute for Management Development (IMD), Lausanne, Switzerland
- Thomas Oberlechner
 - Prof. Robert P. Gephart, University of Alberta, Canada
 - Prof. Erich Kirchler, University of Vienna, Austria
 - Prof. John van Maanen, MIT, Cambridge, USA
 - Prof. Viktor Mayer-Schoenberger, Harvard University, Cambridge, MA
 - Dr. Ashok Nimgade, Harvard University, Cambridge, MA
 - Prof. Carol Osler, Brandeis University, USA
 - Prof. Philip Zimbardo, Stanford University, Stanford, USA
- Dr. Schwärzler-Brodesser
 - Dr. Gottfried Fliedl, Museum Academy
 - Joanneum Museum in Graz
 - eXponat. Forum für Museologie und visuelle Kultur, Universität Klagenfurt.
 - Dr. Muttenthaler
 - Mag. Posch
 - Nathan Roger, University of Wales, Swansea
 - Prof. Popovac, Academy of Sarajewo, Bosnia-Herzegovina

1.4.2. strategische Forschungsplanung

[Note: the following description of our strategic research planning is taken from our 2006 Annual Report].

In a research strategy meeting held on January 11, 2006, we identified the following research areas that relate to our mission and identity as an American university:

- Entrepreneurship
- International business, including mergers and acquisitions and expatriate management
- Transatlantic relations
- Holocaust studies
- Anti-Americanism
- Behavioral decision-making
- Counseling and consulting processes

We agreed that we would encourage cooperation and collaboration between departments in these areas wherever possible, and that they would serve to focus our recruiting efforts for new research faculty members.

In our 2004 annual report, we described our plan to set up an institutional research body, the Institute of Mergers, Acquisitions, and Alliances (MANDA) to structure and coordinate research efforts in the area of mergers and acquisitions. The following description of MANDA is from our 2004 report:

“MANDA’s mission is to advance knowledge about mergers, acquisitions, and strategic alliances, and to improve the efficacy of these instruments. To achieve its mission, MANDA will do the following:

- Design, conduct and disseminate high quality, innovative basic and applied research on mergers, acquisitions, and strategic alliances
- Collaborate with academic, government, and industry partners
- Provide an international forum for dialogue among business leaders, politicians, society, and academics
- Identify and address critical issues in order to enable professionals to improve their use of mergers, acquisitions, and strategic alliances
- Provide educational opportunities to professionals in business, government, society, and academia
- Collect, maintain, and develop a library of specialized resources and information.”

MANDA has now been set up and is currently working on the following research projects:

- Improving the Success of Mergers & Acquisitions
In cooperation with companies we investigate their past M&A activities to design a system which enables them to improve the success of their future M&A transactions.
- Mergers & Acquisitions in Selected Industries: Banking, Insurance, Pharmaceutical, Airline Industry

This project analyzes the M&A activity and transactions in these industries.

- Mergers & Acquisitions Activity in Selected Countries

For selected countries, causes, characteristics and problems of M&A transactions are analyzed.

Additional information about MANDA is available on the MANDA Web site at:

<http://www.manda-institute.org/en/index.htm>

1.4.3. Dokumentation der Projekte internationaler Kooperationen in Forschung und Lehre

International Cooperations in Research

See section 1.4.1 above for a list of professors at other institutions with whom our full-time research faculty members have carried out joint research projects this year.

International Cooperations in Teaching

[Note: the following description of our international cooperations in teaching is taken in large part from our 2006 Annual Report, except for references to specific cooperations from last year, such as visiting faculty members, which have been updated accordingly].

Webster University strongly supports faculty exchanges both within the Webster network and outside of it. We participate in four kinds of visiting faculty arrangements as follows:

- Webster University Faculty Mobility Program

This program provides a transparent mechanism for faculty members from any Webster campus to apply to teach for one or more terms at other campuses in the network. The program is open to both full-time and adjunct faculty members, and the University pays for the travel and housing for those who participate in the program.

- Webster University Affiliate College Program

The University has cooperative agreements with a large number of affiliate colleges and universities, according to which these schools send both study abroad students and visiting faculty members to the international Webster campuses. The travel and housing costs for these visiting faculty members is also covered by the program.

- Webster Vienna Cooperations with the University of Wisconsin at La Crosse (UW-L) and Southwest Minnesota State University (SWMSU)

Webster Vienna also has its own study abroad and visiting faculty cooperations with two American universities, UW-L and SWMSU, which is similar to the Affiliate College Program. This program operates during our Summer term and involves one or two visiting faculty members and a number of students from each institution each Summer.

- Individual Visiting Faculty Arrangements

Webster Vienna has developed relationships with several faculty members from

different universities in the U.S. who regularly come to Vienna to teach.

This year we hosted the following visiting faculty members in the above categories:

- Webster University Faculty Mobility program
 - Mr. William Davis, adjunct professor, media communications department, St. Louis
 - Dr. Jeffrey Hughes: professor, art department, St. Louis
 - Mr. Thomas Lang, M.F.A.: professor, art department, St. Louis
 - Dr. Donald Morse, associate professor, philosophy department, St. Louis
 - Dr. Donald Westerfield: professor, business department, St. Louis
- Webster Vienna Cooperation with the University of Wisconsin at La Crosse (UW-L) and Southwest Minnesota State University (SWMSU)
 - Dr. Daniel Rieppel: professor of music, SWMSU.

Webster Vienna faculty members also participate regularly in the Faculty Mobility Program, spending one or more terms in St. Louis or at one of the international campuses. This year four faculty members taught for either an 8-week term or a full semester at the main campus in St. Louis and one faculty member taught at our campus in Thailand as follows:

- Bond Benton: adjunct faculty member in media communications; taught in St. Louis.
- Dr. Sarah Cormack: adjunct faculty member in art; taught in St. Louis.
- Mr. Kent Wilson, M.B.A.: adjunct professor in strategic management and marketing; taught in St. Louis.

We strongly encourage our faculty to take advantage of these international teaching opportunities, just as we welcome visiting professors from other universities to teach in Vienna.

1.4.4. Zusammenarbeit mit anderen Institutionen des Hochschulbereichs, dem beruflichen Umfeld und den relevanten gesellschaftlichen Akteuren

[Note: the following descriptions of our cooperations with other university institutions, the working world, and the community is taken in large part from our 2006 Annual Report, but specific activities that we have undertaken in these areas have been updated].

Zusammenarbeit mit anderen Institutionen des Hochschulbereichs

We have for some years been actively engaged in the work of the österreichische Gesellschaft für Hochschuldidaktik (öGHD). Dr. William Fulton, academic director, was an officer of the organization for several years, and he regularly gives a plenary presentation and conducts one or more workshops at the annual Grazer Qualität der Lehre conference organized by öGHD.

At the 11. Grazer Qualität der Lehre Konferenz this year Dr. Fulton gave a plenary presentation together with Dr. Michael Nake of Paracelsus Medizinische Privatuniversität on “Demonstrating Learning: A New Accreditation Requirement and How PMU is Meeting It.” Dr. Fulton and Dr. Nake also conducted a joint workshop on “Developing an Assessment

Plan to Measure Learning.” The conference was held this year at Paracelsus Medizinische Privatuniversität in Salzburg, May 3-5, 2007.

Zusammenarbeit mit dem beruflichen Umfeld

We cooperate on several levels with individuals, companies, and organizations in the working world, as follows:

- Webster Advisory Board

The Advisory Board consists of top managers in business, government, and international organizations who are consulted regularly about matters relating to the work environment. The board meets at least twice per year, and members of the board are consulted individually as necessary outside of regular meetings.

- Webster Adjunct Faculty

As can be seen from the figures given in section 1.2.3 above, 46% of the courses taught this year were taught by adjunct professors. These adjunct faculty members are working professionals who bring their intimate knowledge of the work environment into the classroom. They not only provide students with a clear understanding of the application of theory to practice, but because they know the needs of the workplace, they can also better prepare students to meet those needs.

- Internship Program

We cooperate directly with many companies and organizations through our internship program.

- Real-World Projects

We also cooperate with companies and organizations by carrying out real-world projects for them in our classes. Many faculty members regularly involve their students in projects sponsored by companies or organizations.

Zusammenarbeit mit den relevanten gesellschaftlichen Akteuren

As a responsible institutional citizen, one of our primary objectives is to “contribute to the community” (Webster Vienna Mission Statement). We do this in the following ways:

- Community Service Day

Each year for the last 13 years, we have participated in Webster University’s worldwide Community Service Day, spending a full day working on one or more service projects in Vienna or its environs. Students, alumni, faculty, and staff members work together to carry out these projects.

This year we invited our 200 neighbors in the building complex that we share with them in Kaisermühlen to an open house and a series of activities and entertainment that included face and fun painting, a children’s movie, a magician, a flea market, a barbecue, and a tour of the campus. Students, faculty, and staff members who participated in the community service day also volunteered their time to provide gardening help to the neighbors.

- Cooperation with Community Organizations

We have cooperated with a number of organizations in our community over the years, from engaging in joint projects to making our facilities available for their use. We have offered joint courses with the Volkshochschule Donaustadt that served both our students and the wider community. We are members of the Donaustadt Agenda 22 project, and we participate in their activities. On October 20, 2004, Dr. Alfred Gusenbauer, then chairman of the Socialist party in Austria and now the Austrian Chancellor, spend one day touring the Donaustadt, during which he visited Webster for a meeting with the management team, a reception with students, faculty, and staff members, and a presentation and discussion with students. We have also made our facilities available to many other community organizations free of charge, such as the Women's Career Network.

- Community and Public Events

After we moved to Kaisermühlen, we invited the local community to an Open House to introduce ourselves and discuss ways of cooperating with our new neighbors and thus adding value to the community. One of the ways we add value is by organizing many events throughout the year that are open to the community and to the public at large. These include five art exhibitions each year, special lectures by well-known authors or scholars such as Hans-Peter Martin, Paul Watzlawick, and Philip Zimbardo, and panel discussions on topics of current interest.

1.5. Qualitätssicherung

1.5.1. Organisation und Instrumentarien der internen Qualitätssicherung

[Note: the following description of the mechanisms we employ to control the quality of our academic programs and administrative services is taken in large part from our 2006 Annual Report, but specific activities that we have undertaken in these areas have been updated].

We make every effort to continuously improve our academic programs and administrative services, and we employ several different mechanisms in doing so. In the following, we will describe these mechanisms in both the academic and administrative areas.

Academics

In this section, we will describe quality control mechanisms in each of the following areas:

- Teaching
- Research
- Academic Programs
- Academic Standards
- Learning Environment
- Student support

Some of the mechanisms described in the following subsections have already been described in section 1.2.6 above in terms of their relation to faculty development. In the following, they are described in relation to quality control. Some of the quality control mechanisms are also described in two or more subsections below, in which case the mechanism is described in each case as it relates to the area in question.

Teaching

As stated in section 1.2.6 above, since Webster is primarily a teaching institution, our first priority is to maintain a high level of teaching effectiveness. Accordingly, we employ several different mechanisms to ensure the quality of teaching, as follows:

- Course Evaluation Process

The primary mechanism for monitoring and controlling the quality of instruction is the systematic evaluation of courses by students. From the very beginning of our existence in Vienna 25 years ago, we have asked students to evaluate each of their courses each term. We use for this purpose a questionnaire consisting of 22 questions about the course and the instructor, which has been developed over the last 25 years and is regularly reviewed and improved by a committee of faculty members and students. A copy of the current evaluation form is provided in Appendix G.

The evaluation is carried out in the penultimate class session of each course, and it is administered by a member of the academic staff. The instructor is invited to wait outside the class during the process, which is anonymous and confidential. All student responses, including written comments, are entered into a spreadsheet to ensure students' anonymity. The printed results are then sent to the instructor after s/he submits the grades for the course.

An additional early evaluation is carried out for all new faculty members in the third week of the term in order to allow students to identify any concerns they may have about the course, and to allow the new instructor to address those concerns during the remainder of the course. The feedback from this early evaluation is given to the instructor before her or his next class meeting. The results from both the early and the end-of-term evaluations provide valuable feedback to instructors that help them identify areas where improvements are needed.

Each academic department head receives and reviews the course evaluations for all courses in her or his department, and together with the academic director, they identify possible instructional problems and take appropriate actions to resolve them.

- New Faculty Orientation

We require each new faculty member to attend a New Faculty Orientation session, which are held at least 5 times per year. The 2½-hour session focuses on the main characteristics of effective teaching, and introduces new faculty members to the expectations we have of instructors at Webster. It also covers our academic policies and procedures.

- Buddy System

The buddy system provides an additional practical orientation to new faculty members. Each new faculty member is assigned to an experienced faculty member, her or his "buddy," who is responsible for providing the new recruit with a hands-on introduction to teaching in the Webster environment. The buddies will typically visit and observe each other's classes, and then discuss their experiences. First, the new instructor will visit one of the experienced buddy's classes sometime before the new instructor begins teaching, and when she or he begins teaching, the experienced buddy will visit one of the new instructor's classes.

- Faculty Seminars/Workshops

We hold at least two faculty training events each year. These half-day seminars or workshops focus on teaching methods or tools, and are conducted either by outside experts or by our local faculty experts.

- Teaching Tools and Resources

The graduate faculty assistant provides technical support to faculty members in the following areas on request:

- Course websites: helps faculty members set up course websites for their courses using either the Connections course homepage that is automatically set up for each class each term, the full-function WebCT online course platform, or the simpler Electronic Reserves system provided through the Passports online research system.
- Passports: helps faculty learn how to use the extensive facilities of the online research system provided by the Webster University library in St. Louis. The assistant can also help faculty members find materials in the system for their

classes.

- Turnitin.com: sets up accounts with Turnitin.com for faculty members, and shows them how to use the anti-plagiarism service.
- Grading Spreadsheet: sets up EXCEL grade sheets for faculty members.
- PowerPoint presentations: helps faculty members learn how to use PowerPoint to prepare presentations for their classes.

- Academic Team Support

The academic team, consisting of the academic staff, including the graduate faculty assistant, provides the following support to faculty members to improve their teaching:

- *Faculty Handbook*: The 165-page handbook is sent to all new faculty members before the New Faculty Orientation. The first 20 pages provide logistic information, describe academic procedures, and explain our policies and guidelines, and the remainder consists of a collection of teaching memos and reports on faculty training events distributed to faculty members over several years.
- Faculty Bulletin: This newsletter from the academic team provides faculty members each term with information about new institutional developments, tools and resources, new or cancelled programs, faculty news, staff changes, etc., and it provides feedback about academic concerns, such as cheating incidents and grading practices, reminds the faculty of our academic policies, and encourages them to use the teaching tools and resources described above. It also reports on faculty training events, general faculty meetings, and the annual faculty retreat.
- Software and equipment needs: All faculty members teaching in a given term are asked a week before the beginning of the term what special equipment they will need for each of their classes, such as a computer connection to the faculty network or the Internet, a data projector, a DVD player or video recorder, one or more flip chart stands, etc. Faculty members in the computer science program and other instructors who use the computer labs for their classes are asked about their software needs at least one term before their courses begin to make sure the software can be purchased and made available to their classes.
- Administrative support: Members of the academic team provide faculty members with a wide range of administrative support services, such as copying handouts for their classes, returning their final exams and papers to their students, announcing short-term class cancellations to their students, providing them with contact information for their students or for other faculty members, and answering their questions about academic policies or practices.

- Academic Department Meetings

Faculty members in each academic department meet at least once per year to discuss the content and coordination of courses in each program. These discussions help instructors understand how their course or courses fit into the program as a whole, and what they can expect their incoming students to know from earlier courses in the program.

- General Faculty Meetings

We organize General faculty meetings for all faculty members two or three times per year. The meetings begin with an informational session in which the director and the academic director inform faculty members about new institutional and academic developments. The central discussion then focuses on a teaching issue, about which

faculty members exchange their experiences.

- Faculty Retreat

We hold a Faculty Retreat each year. The goals of the retreat are threefold: 1) to inform faculty about new developments, 2) to discuss academic issues of importance to the faculty, and 3) to foster team building among faculty members. The retreat may also include training sessions on new teaching methods or tools. The discussions of academic issues often focus on ways of improving the effectiveness of teaching.

- Faculty Recognition

We have two faculty awards for outstanding teaching, which are presented at our annual commencement ceremonies. The recipient of the Teacher of the Year award is selected by students in voting held at the end of the academic year, and the recipient of the Excellence in Teaching award is chosen by the Faculty Development Committee for having achieved a record of excellence in teaching over an extended period of years. These awards reward effective teaching and motivate faculty members to strive to improve their teaching.

Research

As stated in section 1.4.1 above, we have continued this year to fund research projects on an individual project basis. The project proposals are reviewed and approved by a research review panel based on criteria specified at a meeting of the core faculty, at which the composition of the committee was also agreed. Documentation of all completed research projects, and copies of the research results in the form of submitted or published papers, are collected by the academic director.

Academic Programs

For some years, following the mandate of its American accrediting institution, The Higher Learning Commission, Webster has put considerable emphasis on continually improving its academic programs. In the past, accreditation bodies in the U.S. focused on the *delivery* of the product. They were satisfied if universities could present for each of their programs a comprehensive curriculum with clearly defined contents. But this has changed. American accreditation bodies are now beginning to demand that universities show not only that the product is being delivered, but also prove that it is being *received*—that the intended learning is actually taking place.

To meet the new requirements of its American accreditation, Webster University is implementing the following three-step process to continually improve the effectiveness of our programs:

- 1) Define learning outcomes for each program and course
- 2) Measure how well these outcomes are being achieved using independent and objective means of assessment
- 3) Use the feedback from the assessment step to continually improve the effectiveness of programs.

The following mechanisms are used to implement these steps and ensure that our academic programs remain relevant, up-to-date, and of consistently high quality:

- Academic Department Meetings

Regular academic department meetings are the main mechanism used to address curricular issues. As described above, faculty members in each academic department meet at least once per year to discuss the content and coordination of courses in each program as well as the planned course offerings for the next year. In the business and management department, separate meetings are held in each of five areas: accounting and finance, economics, human resource management, general management, and marketing.

In discussing the content and coordination of courses, faculty members specify the learning outcomes for each course in a given program in order to minimize overlaps in content between different courses in the program, and to make sure no significant contents are missing in the program. They also specify the standard textbook(s) to be used for each course, and they may recommend specific teaching approaches, such as the use of real-world projects, case studies, or simulation games, for certain courses.

In discussing the planned course offerings for the next year, faculty members recommend which courses to offer to satisfy program requirements, and which elective courses to offer in the area, such as topics courses. In some cases the department faculty may recommend a specific subject area focus for a given program, such as journalism for the media communications program or comparative politics for the international relations program.

Proposed curriculum changes are also discussed in department meetings. The department may propose changes to the curriculum, which are then sent to the corresponding academic department in St. Louis for consideration. Changes proposed by the academic departments in St. Louis are also discussed, and feedback is sent to the originating department.

Department faculty may also propose the introduction of a new program, such as the new art program proposed by the art department, or the emphasis in Central European studies proposed by the international relations department. Both of these programs were approved by the corresponding department in St. Louis, and both were offered only in Vienna.

- Management Team

The management team, consisting of 9 key persons from each of the four administrative departments, meets once or twice per month to facilitate communication and cooperation among departments, discuss and resolve problems, and to make strategic decisions. Among the most important decisions the management team makes are decisions about academic programs: whether to add or cancel programs, and how and when to do so.

- Academic Team

The academic team, consisting of the academic staff, holds regular monthly meetings at which they address the entire range of academic issues, including issues relating to academic programs. The academic team reviews proposed program changes originating either from St. Louis or from the academic departments, resolves problems relating to program changes, reviews the status and viability of all programs, and recommends to the management team that programs be added or cancelled accordingly.

Starting last year, the Academic Team began setting objectives for itself as a group in

order to better focus its energies on institutional priorities. This year, the Academic Team instituted a 1-day Academic Team Retreat to set its objectives for the year and prepare an action plan to achieve them.

- Consistency Projects

For the last five years we have taken part in the consistency project of the School of Business and Technology (SBT) in St. Louis, the goal of which is to ensure that all business school courses and programs across the Webster network deliver a consistent product of high quality based on defined learning outcomes. Each SBT department has defined learning outcomes for all its programs at both the graduate and undergraduate levels. The learning outcomes for each course are documented in a Faculty Course Guide that includes not only the learning outcomes for the course, but also a proposed week-by-week schedule of topics to be covered, recommended textbooks, and in some cases recommended teaching approaches. Sample syllabi based on a given recommended textbook are also provided. These materials have been very helpful to the business, management, and computer science faculty in their regular review of courses in each program.

The School of Communications has also launched a similar consistency project, which will provide valuable support in specifying learning outcomes for our media communications program.

- Textbook Ordering Procedure

We changed our textbook ordering procedure some years ago in order to ensure compliance with departmental decisions about standard textbooks. Following the procedure, the bookshop operator checks all textbook orders against the standard textbook list (which is also sent to faculty members along with the textbook order form), and refers non-standard orders to the relevant academic department head for her or his approval.

- Assessment of Student Learning

We participated this year in the assessment project launched by the SBT to assess student learning using independent and objective measurement tools. These tools are developed in St. Louis and distributed to the instructors of each section of courses specified for assessment in a given term. The measurement tools typically consist of exam questions taken from standardized tests or case studies.

Each school and college in St. Louis is developing assessment tools for its programs, so we expect to be participating in assessment exercises in all our programs in the coming year.

- Feedback

Feedback to improve the academic programs is provided in several ways, as follows:

- Course evaluations: Each academic department head receives and reviews the course evaluations for all courses in her or his department, and together with the academic director, they identify possible curricular problems and take appropriate actions to resolve them.
- Faculty Survey form: When we administer the student course evaluations, we also ask the instructor to fill out a questionnaire about the course that asks about the level of students in the class, the textbook used, etc. (see Appendix H for a copy of this questionnaire). Each department head and the academic director also review

- these forms and identify and resolve any curricular problems they raise.
- Informal student feedback: Each academic department head and the academic director also regularly receive informal feedback or complaints from students, which they also review together and resolve by taking appropriate action.
 - Alumni feedback: We hold informal gatherings for alumni five times per year in Vienna and occasionally in other countries. We also sometimes invite selected alumni to come to our academic department meetings to give us feedback about our academic programs, in particular, what is missing in the programs. Recently, the dean of the SBT, Dr. Benjamin Akande, personally conducted a focus group in Vienna with alumni of our graduate business and management programs who graduated within the last 5 years. The focus group followed an earlier survey of these alumni carried out by the SBT. All of these activities provide useful feedback about our academic programs.

Academic Standards

The maintenance of high academic standards is a key element of our mission and essential to our success as an institution. We employ the following mechanisms to maintain a high level of academic standards:

- Academic Department Meetings

Faculty members in each academic department develop academic standards in regular department meetings. This includes the kind and amount of work that should be required of students in different courses in the program, grading standards, teaching methods, and academic policies such as the acceptance of late work.

- Critical Skills Meetings

For some years we have had regular meetings of the instructors of key undergraduate introductory courses that provide the basis foundation for students to develop the critical skills they need to succeed in their degree programs. These courses are Freshman Seminar, Composition, Methods of Research, and Introduction to Critical Thinking. Students are expected to take these courses in their first year at Webster. The critical skills instructors develop academic standards and common resources to be used in each course for purposes of consistency and reinforcement of the material taught.

- Teaching Tools and Resources

The graduate faculty assistant provides technical support to faculty members on request in a number of areas. Using the tools and resources in each of these areas helps to improve academic standards in the following ways:

- Course websites: improves communication and promotes interaction outside of class sessions.
- Passports: improves research skills and outcomes.
- Turnitin.com: prevents and uncovers student attempts to plagiarize written work.
- Grading Spreadsheets: improves the accuracy and objectivity of grading.
- PowerPoint presentations: improves the efficacy of presentations.

- Academic Team support

The academic team, consisting of the academic staff, meets each month to address the

entire range of academic issues, including issues relating to academic standards. One of the main concerns of the academic team is to promote and propagate uniform standards within and across all academic departments in the areas of course requirements, exams, and grading, and in the enforcement of University policies.

This is done through the following mechanisms:

- *Faculty Handbook*: provides information about academic policies and guidelines.
 - Faculty Bulletin: informs faculty members about decisions relating to academic standards that are made at academic team meetings, general faculty meetings, and the annual faculty retreat, provides feedback about academic concerns, such as cheating incidents and grading practices, reminds faculty members about our academic policies and guidelines, and encourages them to use the teaching tools and resources described above.
 - Administrative support: At the beginning of each term, faculty members are asked to report all cheating incidents to the academic coordinator, who sends a letter to offenders informing them of the penalty and warning them that a second occurrence will result in their dismissal from the university (see cheating policy below). A copy of the letter is also sent to the instructor who reported the incident, and to the student's advisor to be out in the student's official file.
- General Faculty Meetings
The central discussion at these meetings often focuses on a teaching issue relating to academic standards, such as academic policies.
 - Faculty Retreat
The informational sessions, discussions of academic issues, and the training sessions at the annual Faculty Retreat often focus on academic standards.

The following academic policies and guidelines also help us maintain high academic standards:

- Cheating Policy
“Any student found cheating on any part of the course work (homework assignment, term paper, quiz, exam, etc.) will automatically be given a grade of F (failure) for the *course*. Any student found to be helping another student to cheat will likewise be given a grade of F for the *course*. In both cases, the student will be put on disciplinary probation for the following two terms. If the student is found to have engaged in cheating a second time, she or he will be automatically dismissed from the university.” (*Faculty Handbook*, p. 17)
- Class Attendance Policy
“Class attendance is obligatory. Instructors will take attendance at each class session and reduce a student's course grade by one-half of a letter grade for each full week of class missed. Any student who misses *three* or more full weeks of class will automatically be given a grade of F for the *course*.” (*Faculty Handbook*, p. 10)
- Academic Probation and Dismissal Policy
Undergraduate: Any student who fails to achieve a grade point average of C (satisfactory work) is placed on academic probation. Any student who fails to earn a grade point average of C during her or his probationary semester will be dismissed from the University. (Summarized from *Webster University 2003-05 Undergraduate*

Studies Catalog, p. 17)

Graduate: Any student who receives two grades of C (work that is barely adequate at the graduate level) or one grade of F (failure) in her or his first 4 courses is automatically dismissed from the University. Any student who receives a grade of C and a grade of F, or two grades of F, or three grades of C at any point in her or his program is also automatically dismissed from the University. (Summarized from *Webster University 2003-05 Graduate Studies Catalog*, pp. 29-30)

- Grade Inflation Guideline

“Undergraduate grade reports: The overall grade point average for an undergraduate class should not be higher than B (good work).

Graduate grade reports: The overall grade point average for a graduate class should not be higher than B+ (good work at the graduate level).” (*Faculty Handbook*, p. 15)

Learning Environment

The following code of ethics and corresponding disciplinary policy help us maintain a productive learning environment for all members of the academic community:

- Code of Ethics

All students, faculty, and staff members are expected to “preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty” and to “treat each other with respect and dignity.” (“Statement of Ethics” in *Faculty Handbook*, p. 156)

- Disciplinary Policy

Any student who is found to have violated the University code of ethics will be subjected to disciplinary action. Depending on the nature and severity of the violation, the penalty may range from disciplinary probation or suspension from the University for one or more terms to dismissal. The student may also be required to carry out some specified action to compensate for her or his abuse of the code. (“Summarized from “Webster University Disciplinary Procedures” in *Faculty Handbook*, pp. 160-163)

We also employ the following mechanisms to ensure that the learning environment remains productive:

- Academic Team support

The academic team promotes a productive learning environment in the following ways:

- *Faculty Handbook*: informs faculty members about the code of ethics.
- Faculty Bulletin: informs faculty members about developments concerning the facilities, such as new classrooms, computer labs, and improvements such as air conditioning. The bulletin also provides feedback about decisions relating to disciplinary issues that are made at academic team meetings, general faculty meetings, and the annual faculty retreat, and provides guidance on handling problematic students.
- Administrative support: The academic assistant coordinates the classroom setup to ensure that each instructor’s software and equipment needs are met, and that the

classrooms are opened, orderly, and properly configured before each class meeting.

- General Faculty Meetings

The central discussion at these meetings sometimes focuses on disciplinary issues, as was the case in the Fall, 2003 meeting this year.

- Faculty Retreat

The informational sessions, discussions of academic issues, and the training sessions at the annual Faculty Retreat sometimes focus on disciplinary issues.

Student support

As a private university, we have the liberty to accept only those students who we believe are capable of successfully completing our academic programs. We are not required to accept any students with a high school degree. When we accept an applicant, we therefore make a commitment to the student that we will provide a support system that will enable the student to achieve her or his full potential in the program. This support system consists of the following mechanisms:

- Academic Advisors

Each student is assigned to an academic advisor upon entry to the University. The advisors meet with their students before the beginning of their first term to advise them about program options, assist them in preparing a course plan for their chosen program, and register them for their courses. The undergraduate advisors meet with their students in each subsequent term to help them select appropriate courses based on their chosen program, interests, and abilities. Graduate students are not required to meet with the graduate advisor after their initial meeting, but he checks and approves their course registrations each term. All academic advisors are available to students throughout each term to discuss any academic problems or concerns they may have.

- Academic Department Heads

Academic department heads keep regular office hours to advise students on aspects of the academic program or courses within the program that go beyond the competence of the academic advisors. The department heads are also responsible for dealing with student complaints about their courses or instructors, and grade appeals (see the description of these procedures below).

- Progress reports

Each faculty member is required to submit a Progress Report for each of their classes after the first exam or other substantial graded assignment, indicating any students who are not making satisfactory progress in the course, and identifying possible reasons for the student's poor performance, such as excessive absences, weakness in English, writing skills, learning disorder, etc. The reports are returned to the academic advisors, who inform affected students of the problem, discuss the matter with them, and advise them on possible solutions, such as withdrawal from the course, use of the Writing Workshop (see the description of this facility below), tutoring, consultation with the Counseling Service (see also below), etc.

- Diagnostic Testing for Learning Disorders

If an admissions officer, academic advisor, or faculty member suspects that a student

may have a learning disorder, the student is referred to a member of the psychology department, who will administer a standard diagnostic test to the student free of charge to validate the suspicion. If a learning disorder is confirmed, the student's academic advisor will inform the student's instructors, who will be asked to accommodate the student's learning needs as necessary, for example, by allowing her or him more time on exams or to use a computer on exams, etc.

- Counseling Service

The Counseling Service is also a free service available to students, staff, and faculty members. A professional psychotherapist is available on campus five hours per week for consultations, which are of course purely confidential.

- Writing Workshop and Tutoring

The English instructors provide regular office hours for their students each term, and the consolidated list of these office hours constitutes the Writing Workshop. Any student with questions about English or with writing problems may seek help from the English instructors during these office hours. Students may also get help from the Online writing support service provided by the Writing Center in St. Louis.

Some instructors arrange tutoring for weak students as necessary within their classes by matching these students with stronger students. The Webster Bulletin, which is sent to students by e-mail each week also accepts notices from students who require tutoring.

- Internship Program

As stated in Section 1.4.4 above, we cooperate directly with many organizations to provide internship opportunities for students. Students receive course credit for internships, for which they work independently on a project defined by the organization. Such internships provide students with hands-on working experience and often lead to job offers. In most cases the internships are coordinated by the academic department head.

The following student complaint and appeal procedures ensure the fair and respectful treatment of students by faculty members and other students:

- Complaints about staff members or instructors

Any student who feels s/he has not been treated fairly or respectfully by a staff member may lodge a complaint with the director. After hearing the complaint, the director discusses it with the staff member in question, decides on any additional corrective actions as necessary, and reports back to the student on the outcome. The director then makes every effort to facilitate reconciliation between the student and the staff member.

Any student who has a complaint about a course or an instructor may lodge it with the responsible academic department head. After hearing the complaint, the department head discusses it with the instructor in question, decides on any additional corrective actions as necessary, and reports back to the student on the outcome. The department head then makes every effort to facilitate reconciliation between the student and the instructor.

- Reinstatement appeals

Students who are dismissed from the University may appeal for reinstatement. The

appeal procedure is different for graduate and undergraduate students, as follows:

- Graduate students must apply for reinstatement in writing to the University Graduate Council in St. Louis, and must include at least two letters from faculty members in support of their appeal. The Graduate Council reviews the appeals and informs students of the outcome.
- Undergraduate students must apply for reinstatement in writing to the Webster Vienna director, and may provide letters from faculty members supporting their appeal. The director then convenes a reinstatement review panel consisting of faculty and staff members that reviews the appeals and informs students of the outcomes. If a student's appeal is turned down, the student may reapply for readmission to the University after attending another college or university for at least one year.
- **Grade appeals**

Any student who has a complaint about her or his grade in a course may discuss the complaint with the instructor, and if s/he is not satisfied with the instructor's explanation of the grade, s/he may lodge a grade appeal with the responsible academic department head. The department head hears the student's complaint, and then discusses it with the instructor in question. The department head cannot change the student's grade—only the instructor can do that—so the role of the department head is to serve as a fair and impartial arbiter of the dispute, arguing the student's case to the extent s/he feels is warranted. The department head then reports back to the student on the outcome.
- **Disciplinary appeals**

Any student who has been disciplined for a violation of the University Code of Ethics may appeal her or his penalty to the director. The director then convenes a disciplinary review panel consisting of faculty and staff members that reviews the appeal and informs the student of the outcome.

Administration

We employ the following mechanisms to ensure the high quality of administrative services:

- **Management Team**

The management team meets once or twice per month to facilitate communication and cooperation among departments, discuss and resolve problems, and to make strategic decisions. Among the most common problems the management team deals are ones that relate directly to administrative services.
- **Staff Meetings**

The entire administrative staff also meets once or twice per month. The purpose of these meetings is to facilitate communication and cooperation among individual staff members and administrative departments, and to identify and discuss problems. The meetings often focus on administrative services.
- **Administrative Department Meetings**

Each of the four administrative departments also meets regularly to facilitate communication among its members, review departmental policies and procedures, and discuss and resolve problems.

- Ad hoc Meetings
When problems arise that affect two or more departments, ad hoc meetings are organized to discuss and resolve the problem.
- Staff Training
Internal and external training is provided for staff members according to their needs.
- Staff Retreat
A one-day staff retreat is held each year outside of the campus to discuss strategic issues. Staff members are also invited to attend the annual one-day faculty retreat, at which issues relating to administrative services are also discussed.
- Satisfaction Surveys
Satisfaction surveys of students and staff members are carried out on a regular basis. The purpose of these surveys is to measure the overall satisfaction level of students and to identify problem areas that require administrative attention. Recently, a psychology class carried out a burnout study of staff members. Last year a marketing research class conducted a satisfaction survey of graduate and undergraduate students, and the instructor of the course presented the results at our annual Faculty Retreat.

1.5.2. Ergebnisse interner oder externer Evaluierungen (Expertenberichte)

Internal Evaluations of Teaching and Research

Teaching

As stated in section 1.5.1 above, we administer student course evaluations at the end of each course taught at Webster Vienna. We expect a high standard of teaching from our instructors, and one important measure of teaching effectiveness is the last question on the evaluation form, where students are asked to evaluate on a scale of 1 to 5 the extent to which the following statement applies to their instructor: “Overall, the instructor was an effective teacher in this course.” We use the following key to interpret the evaluation results:

1.0 – 1.5	Excellent
1.5 – 2.0	Good
2.0 – 2.5	Satisfactory
2.5 – 3.5	Disappointing
3.5– 5.0	Unacceptable

Based on students’ responses to the above summary question, the results of the course evaluations this year were again very good. The overall rating on the summary question was either good or excellent for almost 80% of all courses. These results confirm the high standard of teaching at Webster Vienna. Our students expect this high standard, and they are very critical of instructors who do not achieve it.

Research

We have not yet begun to evaluate the results of the research produced by the research faculty members, nor have we begun to systematically evaluate the research we are funding on a project basis. Until now, the evaluation of research funded on a project basis is limited

to the review of research proposals by the research review panel.

External Evaluations of Teaching and Research

The most recent external evaluations of teaching and research were carried out by two of our accrediting agencies as follows:

- Re-accreditation site visit by the Austrian Accreditation Council (AAC) on October 10, 2005.
- Re-accreditation site visit by the Foundation for International Business Administration Accreditation (FIBAA) on January 17-18, 2008.

The results of the AAC site visit on October 10, 2005 are well known to members of the Council, so I will merely summarize the conclusions concerning teaching and research.

Both of the external experts who participated in the re-accreditation site visit, Prof. Ulrich Hommel and Prof. Alfred Kieser, praise Webster in their reports for excellence in achieving our primary mission as a teaching university:

„Die Kernfakultät der WU [Webster University Vienna] hat im Rahmen der Begehung in beeindruckender Weise ihr pädagogischen Ansprüche vermittelt. Es ist völlig unzweifelhaft, dass die WU die Anforderungen an akademischer Exzellenz im Hörsaal erfüllt. Die vorliegenden Kursbeschreibungen unterstreichen dieses Urteil ... “ (Hommel, p. 7)

„Die Studierenden äußerten sich außerordentlich positiv über die Lehre. Der Unterricht sei interaktiv, Fallstudien und Planspiele würden regelmäßig eingesetzt. Die Lehrenden räumten ausreichenden Raum für Diskussionen während des Unterrichts ein. Sie seien auch in einem hohen Maße außerhalb des Unterrichts ansprechbar, wenn erforderlich über Email und Handy.“ (Kieser, p. 5)

„In den Gesprächen mit den Department Heads und der Research Faculty, die auch Lehre zu erbringen hat, habe ich den Eindruck gewonnen, dass die Lehre generell mit großem Engagement in Angriff genommen wird.“ (Kieser, p. 6)

Profs. Hommel and Kieser also both conclude that we have a strong research faculty nucleus:

„Die WU verfügt über einen viel versprechenden Fakultätsnukleus, der die Stärkung der Forschungsorientierung hochschulintern vorantreibt.“ (Hommel, p. 5)

„Die Research Faculty umfasst einige Mitglieder, die respektable Publikationen vorzuweisen haben.“ (Kieser, p. 7)

Noting that Webster is primarily a teaching institution, Prof. Kieser further commends our efforts to develop this research nucleus:

“Die Leitung gibt sich wirklich Mühe . . . die Forschungsaktivitäten auch gegen die Bedenken der Mutteruniversität auszubauen – unter den gegebenen Bedingungen mit durchaus beachtlichem Erfolg.” (Kieser, p. 8)

Prof. Hommel, however, criticizes us for some research faculty appointments that he sees as being not of a sufficiently senior professorial level, and thus not adequately meeting part of this core criterion:

„Auffällig ist . . . dass die jüngsten Berufungen vor allem auf dem Junior-Level vorgenommen wurden Deshalb sehe ich die Anforderungen von §2 Abs. 1 Z 3 u. 4 UniAkkG nur eingeschränkt als erfüllt an.“ (Hommel, p. 5)

One of the outcomes of the re-accreditation process that addressed this concern about the level of the senior faculty members was the Council’s requirement that we repeat the search process for all six of these faculty members, which we did this year. The results of those searches are described in section 1.2.4 above and in our August 22, 2007 Report on Faculty Appointments.

We have not yet received the results from the FIBAA re-accreditation site visit on January 17-18, 2008.

We are also currently organizing an additional external review of our teaching and research as required by the Council.

1.5.3. Maßnahmen zur Implementierung der Ergebnisse von internen und externen Qualitätsüberprüfungen

Implementation of Results of Internal Evaluations of Teaching and Research

The mechanisms we employ to implement the results of internal evaluations of teaching and research are described in some detail in section 1.5.1 above.

The primary means of implementing the results of teaching evaluations are twofold:

1. Each faculty member receives the results of her or his teaching evaluations at the end of the course after the grades are turned in. The results help them identify areas where improvements are needed, and they are generally very responsive to this feedback.
2. Each academic department head also receives and reviews the course evaluations for all courses in her or his department, and together with the academic director, they identify possible instructional problems and take appropriate actions to resolve them. This year, of the 18.3 courses that fell into the disappointing category only three had an overall evaluation greater than 3.0, and in two of these cases the instructors were not rehired. An additional instructor whose overall rating was 2.75 was also not rehired since he had received marginal evaluations the previous year.

Implementation of Results of External Evaluations of Teaching and Research

As stated in the above section, we repeated the search for six full-time senior professors in order to address the concern about the level of some of the faculty members originally appointed to these positions.

1.5.4. Akkreditierungsansuchen bei ausländischen Agenturen und deren Ergebnis

In addition to its Austrian accreditation, Webster Vienna is accredited by the following institutions:

- The Higher Learning Commission (HLC)

Webster University has been accredited by the HLC since 1925. The HCL is the regional American accrediting institution responsible for accrediting colleges and universities in the North Central states of the U.S.A. All of Webster University's graduate and undergraduate programs are accredited at all locations where the university offers programs. Webster's programs are currently reviewed every 10 years, and the HLC made site visits to Webster Vienna in connection with their last two reviews in 1988 and 1998. The next review will be held in the Spring of 2008.

- The Foundation for International Business Administration Accreditation (FIBAA)

Webster Vienna has been accredited by FIBAA since 1998. FIBAA is a German accrediting institution that accredits business programs in the German-speaking countries, Germany, Austria, and Switzerland. Webster Vienna's graduate business programs were accredited by FIBAA in 1996, and the accreditation was renewed in 2002. As stated in the section 1.5.2 above, we are currently in the process of renewing our FIBAA accreditation for a third period.

1.6. Entwicklungsbereiche

1.6.1 die Umsetzung des bei der Erstakkreditierung bzw. Reakkreditierung vorgelegten Entwicklungsplans

As stated in section 1.5.2 above, our application for re-accreditation as a private university in Austria was approved in 2005 for a second 5-year period. However, the Re-accreditation Decision (*Reakkreditierungsbescheid*) of the Austrian Accreditation Council stipulates that the following four conditions are to be met within two years of the effective date of the re-accreditation:

- „Alle Fachbereiche sind mit dem gemäß Basiskriterium 1 erforderlichen Stammpersonal auszustatten, insbesondere sind für jeden Fachbereich ‚Senior-Professors‘ zu bestellen;
- Die festgestellten Mängel im Zusammenhang mit Computer Sciences (siehe Punkt [2]) sind zu beheben;
- Eine externe Evaluierung ist vorzunehmen,
- Ein kompetitives Personalauswahlverfahren ist vorzusehen, die ‚Senior-Professors‘ sind in einem Verfahren zu bestellen, das der Richtlinie des Österreichischen Akkreditierungsrates über die Berufung von Professor/inn/en entspricht.“ (*Reakkreditierungsbescheid* , p. 10)

The deficiencies in the computer science program referred to in the second point above are described in the Point 2 of the Re-accreditation Decision as follows:

“Der BA-Studiengang Computer Science erscheint aus folgenden Gründen besonders problematisch:

- Weniger als 40% der Kurse werden durch eigenes Stammpersonal abgedeckt.
- Die studentische Nachfrage ist gering (im Studienjahr 2003/04 nur 17 Inskriptionen). ...
- Das Curriculum entspricht nach internationalen Maßstäben inhaltlich nicht der verwendeten Bezeichnung Computer Science (deutsch: Informatik), sondern der Bezeichnung Information Systems bzw. Management Information Systems (deutsch: Wirtschaftsinformatik).“ (*Reakkreditierungsbescheid* , p. 5)

We will describe the measures we are taking to meet each of the above 4 conditions.

Erforderliche Stammpersonal

As described in section 1.2.4 above, we have repeated the search for six full-time senior professors, and succeeded in filling five of those positions. As also described in section 1.2.4 above, we also hired 13 half-time junior professors this year, and thus over-fulfilled the requirement to have at least two such faculty members in each department insofar as we have

1.5 half-time junior professors in each of two departments: international relations and media communications.

Computer Science Mängel

The concern expressed in the Re-accreditation Decision about the size of the computer science program remains valid. The program has not grown, but it has remained relatively stable with 17-18 students. We feel that the program is viable, and we are trying to promote it as a second major among our business and management students.

The percentage of courses taught by core faculty members appears low only because of a change we made three years ago in the definition of a core faculty member. We increased the minimum teaching load required for core faculty members from 3 courses to 5 courses in order to bring the teaching load of half-time positions in line with the requirements of full-time teaching positions. This redefinition had the effect of eliminating some long-serving computer science faculty members from the ranks of the core faculty. If we were to use the former criterion for core faculty members, 12 of the 20.3 computer science courses taught this year, or 59%, would be taught by core faculty members.

We agree with the third concern expressed about the computer science program, namely, that it is not a traditional computer science (*Informatik*) program but rather a program that focuses on business information systems (*Wirtschaftsinformatik*). We would therefore like to restructure the program as a management major with an emphasis in information systems. We have accordingly submitted a proposal for this new program to St. Louis. If it is approved, we would drop both computer science programs that we currently offer: computer science (without an emphasis) and computer science with an emphasis in information management.

Externe Evaluierung

As stated in section 1.5.2 above, we are currently organizing an external review of our teaching and research.

Kompetitives Personalauswahlverfahren um ‚Senior-Professors‘ zu bestellen

As described in section 1.2.4 above and in our August 22, 2007 Report on Faculty Appointments, in repeating the search for six full-time senior professors we followed the appointment process (*Berufungsordnung*) that was been approved by the AAC on December 15, 2006. This approved appointment process is provided in section 2.1.6 below.

1.6.2 Darstellung einer klaren Profilstruktur und eines Entwicklungsplanes für die Institution

Profilstruktur

[Note: the following description of our institutional profile is taken in large part from our 2006 Annual Report, but it has been updated to reflect developments this year].

Webster University is a private, non-profit, multi-campus university that serves both traditional and non-traditional working students by providing a wide range of daytime and evening programs. In Vienna, the undergraduate programs are daytime programs that serve traditional full-time students, and the graduate programs are evening programs serving both full-time students and part-time working students. In the following, we will set out the Webster Vienna mission statement and describe our position in the Austrian educational landscape.

Mission statement

The Webster Vienna mission statement is as follows:

“Webster Vienna’s mission is to provide a high quality American education with a global perspective.

To achieve our mission, we

- Strive for academic excellence
- Promote critical thinking
- Encourage life-long learning
- Foster inter-cultural understanding
- Provide individualized service
- Contribute to the community” (Webster Vienna Mission Statement)

Position in Austrian Educational landscape

The American educational landscape is highly differentiated, offering a wide range of higher education options, from large research universities with a full offering of bachelor, master, and doctoral degree programs, to community colleges offering only a two-year associate of arts degree. The main distinction between American universities, however, is the distinction between research institutions and teaching institutions. And although there are a large number of major research universities in the U.S., the great majority of colleges and universities in the U.S. that offer at least a bachelor degree are primarily teaching institutions.

Webster University belongs to this dominant group of teaching institutions. While we value and foster research both as an end in itself and for its role in informing teaching, our primary objective is nonetheless to give students the knowledge and skills they need to succeed in an increasingly competitive work environment. To this end, we also put a strong emphasis on the application of theory to practice, employing as adjunct professors many working professionals with extensive academic qualifications and thorough working knowledge of the needs of the workplace. In these two respects, we provide an alternative to both the traditional public universities in Austria and the newer Fachhochschulen.

As an institution that focuses on the application of theory to practice, we position ourselves in the Austrian educational landscape as an alternative, on the one hand, to the research universities with their emphasis on research, and, on the other hand, to the Fachhochschulen with their emphasis on practice. We provide our students with a thorough grounding in theory, a thorough understanding of the application of theory to practice, and a working ability to apply theory to practice.

Our focus on teaching finds expression in our small classes (maximum 25 students at the undergraduate level and 20 students at the graduate level) and the intensive interaction between instructors and students. To ensure the active involvement of students in the learning process, we use interactive teaching methods such as discussion, case studies, simulations, and real-world projects. As described in section 1.5.1 above, we also provide a wide range of support services to help students achieve their full potential.

Entwicklungsplan

We will describe in the following our development plans for the next years in three areas: research, curricular development, and satellite programs.

Research

As described in sections 1.2.4 and 1.6.1 above, we repeated the search for six full-time senior professors this year, and succeeded in filling five of those positions. As also described in the same sections, we also hired 13 half-time junior professors this year, and thus over-fulfilled the requirement to have at least two such faculty members in each department insofar as we have 1.5 half-time junior professors in each of two departments: international relations and media communications. And as also described in section 1.2.4, we have launched a new search for the remaining full-time senior professorship with a planned start date of August, 2008.

As stated in section 1.5.2 and section 1.6.1 above, we are currently organizing an external review of teaching and research.

Curricular Development

As stated in section 1.6.1 above, we would like to restructure the computer science program as a management major with an emphasis in information systems, and we have submitted a proposal to this effect to St. Louis. If it is approved, we would drop both computer science programs that we currently offer: computer science (without an emphasis) and computer science with an emphasis in information management.

We are also exploring the possibility of introducing an M.A. in counselling program that would count as some part of the Propädeutikum, which provides the foundation for psychotherapy programs.

We are also considering offering a new undergraduate certificate in entrepreneurship that the School of Business and Technology introduced last year.

Satellite Programs

We currently offer two satellite programs with partner institutions. We have offered a joint M.B.A. program in Bratislava with Comenius University since 2001, and last year we launched a similar joint M.B.A. program with St. Istvan University in Gödöllo, Hungary.

Part 2

Angaben zu erheblichen Veränderungen gegenüber dem letzten Jahresbericht

Part two is divided into the following four sections and subsections specified in the annual report format:

2.1. Struktur, Organisation

- Bezeichnung der Institution
- Rechtsform, Statuten und Satzungen, Organigramm
- Organisation der Entscheidungsstrukturen in der Verwaltung
- Organisation der Entscheidungsstrukturen in akademischen Angelegenheiten
- Bezeichnungen für das wissenschaftliche Personal
- Berufungs- und Habilitationsordnung

2.2. Administratives Personal

- Qualifikation, Funktion, Dauer und Ausmaß des Dienstverhältnisses für Angehörige des nichtwissenschaftlichen Personals

2.3. Infrastruktur

- Ausstattung (Räume, Bibliothek und informationstechnische Infrastruktur etc.)

2.4. Studiengänge/Studierende

- Zulassungsvoraussetzungen für Studierende, Aufnahmeverfahren und Aufnahmevertrag der Bildungseinrichtung
- Studienplan: Bezeichnung, Niveau (BA/MA/Dr); Profil, Ziele (Kompetenzen und Lernergebnisse in Orientierung an den Modellen des Europäischen Hochschulraumes), Stundenumfang und Dauer der Studiengänge, Arbeitsbelastung in ECTS
- Prüfungsordnungen
- Bildungsangebote der Institution, die nicht von der Akkreditierung erfasst sind

2.1. Struktur, Organisation

2.1.1. Bezeichnung der Institution

Webster University in Vienna, or Webster University, Vienna, or just Webster Vienna. We understand that the Austrian Accreditation Council now requires us to append the designation “Privatuniversität” to our name if we include the word “University” in it. We have not yet decided whether to add that designation or to change our name simply to Webster Vienna.

2.1.2. Rechtsform, Statuten und Satzungen, Organigramm

Rechtsform

No change. Vereinskataster x – 2948 “Bildungsverein für die Freunde der Webster University (St.Louis, USA).”

Statuten und Satzungen

No change. See the “Vereinsstatuten” in Appendix A of our original application for Austrian accreditation, “Accreditation Report,” June 8, 2000

Organigramm

The current organization chart is provided in Appendix I.

2.1.3. Organisation der Entscheidungsstrukturen in der Verwaltung

Organizational Structure

No change. [Note: the following description of our organizational structure is taken from our 2006 Annual Report].

The administrative staff is organized into four departments that report to the director, as follows:

- Academic Affairs
The academic operations staff, academic advisors, registration staff, academic department heads, and faculty.
- Enrollment Management
The admissions staff and student affairs coordinator.

- Finance and Administration
The finance staff, IT department, operations and maintenance staff, and receptionist.
- Development and Alumni Relations
Department head.

Administrative Decision-Making Bodies

No change. [Note: the following description of our administrative decision-making bodies is taken from our 2006 Annual Report].

The main administrative decision-making bodies are the following:

- Advisory Board
The Advisory Board consists of top managers in business, government, and international organizations who advise the director on strategic issues affecting the University. The board meets at least twice per year, and members of the board are consulted individually as necessary outside of regular meetings. Although the board has a purely advisory function, its recommendations are taken very seriously by the director and the management team.
- Management Team
The management team is the primary administrative decision-making body of the University. It consists of the director and 8 key persons from each of the four administrative departments: four from the academic affairs department, two from the enrollment management department, one from the finance and administration department, and one from the development and alumni relations department. It meets once or twice per month to facilitate communication and cooperation among departments, discuss and resolve problems, and to make strategic decisions.
- Staff Meetings
The entire administrative staff also meets once or twice per month. The purpose of these meetings is to facilitate communication and cooperation among individual staff members and administrative departments, and to identify and discuss problems.
- Standing Committees
There are several inter-departmental standing committees that address specific issues, such as the Academic Probation Review Committee, Admissions Dispute Committee, Awards Committee, Marketing Committee, and the Scholarship Committee, each of which carries out the function its name implies. These committees may meet regularly each term, or irregularly according to need.
- Administrative Department Meetings
Each of the four administrative departments meets regularly to facilitate communication among its members, review departmental policies and procedures, and discuss and resolve problems.
- Ad hoc Meetings
When problems arise that affect two or more departments, ad hoc meetings are organized to discuss and resolve the problem.

2.1.4. Organisation der Entscheidungsstrukturen in akademischen Angelegenheiten

No change. [Note: the following description of our administrative decision-making bodies is taken from our 2006 Annual Report with one minor update].

The main academic decision-making bodies are the following:

- **General Faculty Meetings**

General faculty meetings of the entire faculty are the primary decision-making body for academic policies. At these meetings, which are held at least twice per year, the faculty makes decisions about academic policies such as the cheating and class attendance policies.

- **Core Faculty Meetings**

The core faculty concept was introduced four years ago in response to the Austrian Accreditation Council's concern about our faculty contracts. Since then, core faculty members meet regularly to discuss and decide issues that affect them, such as the establishment and constitution of the research review panel and the criteria they use in evaluating research applications.

- **Academic Department Head Meetings**

The academic department heads also meet regularly to discuss and decide about a range of academic issues such as new initiatives to improve the quality of our academic programs, and faculty governance issues such as faculty representation on different administrative decision-making bodies.

- **Academic Department Meetings**

Faculty members in each academic department discuss and resolve issues relating to the content and coordination of courses in each program offered within the department, set departmental standards, review proposed curricular changes from St. Louis, develop curricular initiatives, and discuss course offerings. These meetings are held in each department at least once per year, and in the business and management department, separate meetings are held in each of five areas: accounting and finance, economics, human resource management, general management, and marketing.

- **Faculty Development Committee**

The faculty development committee has the primary responsibility for promoting faculty development by planning faculty training events and the annual overnight faculty retreat, developing training initiatives such as the buddy system to help orient new faculty members to the expectations of teaching at Webster, and by rewarding faculty members through the granting of the Excellence in Teaching award at the end of the school year. The committee meets five times per year, and its members comprise the academic department heads, the head of the Faculty Council, the academic director, and several additional faculty members inducted into the committee after having been recognized as outstanding teachers.

- Research Review Panel

The research review panel was established five years ago after we significantly increased our research funding in response to the Austrian Accreditation Council's concern about the paucity of research funded at Webster. The panel is comprised of the director, the academic director, and three faculty members representing three different departments in accordance with the specifications of the core faculty. As stated above, the criteria used by the panel in evaluating research applications were also defined by the core faculty.

2.1.5. Bezeichnungen für das wissenschaftliche Personal

No change. The official titles for our senior and junior professors are as follows:

- Senior Research Professor
- Junior Research professor

All faculty members without research responsibilities have the title "Adjunct Professor."

2.1.6. Berufungs- und Habilitationsordnung

No change. As stated in section 1.2.4 above, we submitted our appointment process for professors (*Berufungsordnung*) to the AAC in November, 2006, and it was approved by the Council at their meeting on December 15, 2006. The appointment process is as follows:

Appointment Process for Professors (*Berufungsordnung*)

1. All open professor positions are to be publicly advertised in appropriate newspapers, professional journals, and websites.
2. Two external experts in the field (GutachterInnen) are appointed to review the applications.
3. A search committee (Berufungskommission) is constituted for each position consisting of:
 - a) The Academic Director (non-voting chairperson)
 - b) The Webster St. Louis department chair
 - c) The Webster Vienna department head
 - d) One core faculty member in the department
 - e) One adjunct faculty member in the department
 - f) One upper-division student in the department.

Note: At least three voting members of the search committee must be professors (or *habilitiert*) in the field. If either or both of the two designated faculty members (the St. Louis department chair and the Vienna department head) are not professors, they may be replaced by faculty members in the department (either in St. Louis or in Vienna) who are professors (or *habilitiert*) in the field. If at least three qualified professors in the department cannot be found, then one or more qualified external professors are to be

appointed in their place to assure that a majority of the voting members of the search committee are professors (or *habilitiert*) in the field.

4. The search committee reviews all applications and prepares a list of candidates that satisfy the requirements of the position. The completed applications of these candidates are forwarded to the external experts who provide a written evaluation (*Gutachten*) of the suitability of each candidate for the position.
5. The search committee prepares a short list of candidates based on the applications and the evaluations of the external experts. These candidates are interviewed by the committee, and they may also be asked to give a public guest lecture.
6. The search committee makes a recommendation for the position (*Besetzungsvorschlag*) based on the applications, evaluations, and interviews that specifies the three best qualified applicants for the position. If the recommendation specifies fewer than three candidates, it must be accompanied by an explanation.
7. The Director offers the position to one of the three recommended candidates and agrees on the terms of the contract with her or him. The initial period of the contract is two years, which is renewed annually for an additional two-year period.

2.2. Administratives Personal

Qualifikation, Funktion, Dauer und Ausmaß des Dienstverhältnisses für Angehörige des nichtwissenschaftlichen Personals

We made the following changes among the administrative staff this year:

- Director of Admissions and Enrollment Management: Tara Campbell left us this year, and Reya Hildebrand replaced her.
- Interim Director of the Professional Development Center (PDC): Elizabeth Ortner-Chopin resigned last year as director of the PDC, and Chris Newman, business and management department head, replaced her as interim director this year. To do so, he was relieved of half of his normal teaching load.
- Undergraduate Academic Advisor: Dorothy Kopel reduced her working hours from three-quarter time to half time, and Efstathia Tzemou was hired as a one-quarter-time advisor to fill the gap.
- Assistant to the Director and Public Relations Coordinator: Petra Adams and Tina Gausterer-Hofmeister both returned from maternity leave this year, and they are sharing this position, so they together replaced Andrea Richter, who was hired last year as a one-year replacement for Tina.
- Receptionist: Annetta Florentis left us this year, and Barbara Feichtner was hired to replace her.

The qualifications, positions, extent of employment, and start of employment for staff members who were either hired or who returned from maternity leave this year are as follows:

Petra Adams

Position: Assistant to the Director and Public Relations Coordinator, half time

Education: Magister, University of Vienna, 1999

Return from maternity leave: March, 2007

Barbara Feichtner

Position: Receptionist, full time

Education: HBLA (Höhere berufliche Lehranstalt), Linz, 1993

Start of employment: October 16, 2006

Tina Gausterer-Hofmeister

Position: Assistant to the Director and Public Relations Coordinator, half time

Education: Matura, BORG Feldbach, Steiermark, 1990, M.T., University of Strathclyde, Glasgow, 1995

Return from maternity leave: March, 2007

Reya Hildebrand

Position: Director of Admissions and Enrollment Management, full time

Education: B.A., Emerson College, Boston, Massachusetts, 1994

Start of employment: November 6, 2006

Efstathia Tzemou

Position: Undergraduate Academic Advisor, one-quarter time

Education: B.A., American College of Greece, 1995; PGCert in Counselling Practice,
University of Derby, 1997; M.A., University of Nottingham, 1998; Ph.D., University
of Birmingham Doctorate, 2002

Start of employment: January 8, 2007

2.3. Infrastruktur

Ausstattung (Räume, Bibliothek und informationstechnische Infrastruktur etc.)

Räume

In order to accommodate thirteen new junior professors, we established six new faculty offices as follows:

- We converted one of our two PDC breakout rooms to a faculty office with 3 workspaces, and completely furnished the office with desks and cupboards for 3 faculty members, two for use by research faculty members and one to be shared by adjunct faculty members in the same department.
- We converted two former PDC offices to faculty offices for four research faculty members.
- We refurnished two offices with desks and cupboards for two research faculty members each.
- We set up two additional workspaces in an existing faculty office for two research faculty members.
- We moved one research faculty member to an existing workspace in the former visiting faculty office.

In addition to providing furniture for the additional workspaces listed above, we also provided computers for each new workspace.

Bibliothek

As stated in our 2006 Annual Report, we received a generous donation for the library last year that more than doubled our budget for library acquisitions. This year we received another gift in the same amount from the same donor, which allowed us to continue to significantly increase our library acquisitions.

informationstechnische Infrastruktur

We made the following improvements to our IT equipment this year:

- Faculty offices: We equipped the new faculty offices with 7 new computers for the new research faculty members.
- Classrooms: We replaced 5 classroom computers with new ones.

2.4. Studiengänge/Studierende

2.4.1. Zulassungsvoraussetzungen für Studierende, Aufnahmeverfahren und Aufnahmevertrag der Bildungseinrichtung

No changes.

2.4.2. Studienplan: Bezeichnung, Niveau (BA/MA/Dr); Profil, Ziele (Kompetenzen und Lernergebnisse in Orientierung an den Modellen des Europäischen Hochschulraumes), Stundenumfang und Dauer der Studiengänge, Arbeitsbelastung in ECTS

No changes.

2.4.3. Prüfungsordnungen

No change. [Note: the following description of our examination process is taken from our 2006 Annual Report].

Instructors assess their students in each course. They are free to use whatever combination of assessment methods they wish: written or oral exams, homework, term papers, case studies, class participation, etc, but they are required to specify in their course syllabus the course requirements and the weight given to each requirement in determining the student's final grade. There is also one restriction: no more than 15% of the final grade may be allocated to class participation. The reasons for this restriction are twofold: to reduce the subjective influence in the determination of the grade, and to minimize the penalty to students who may for cultural reasons be reluctant to actively participate in class discussions. The policy on grading is thus as follows:

Grading must be done objectively in accordance with the weights given in the course syllabus. No more than 15% of the grade may be allotted for class participation. (*Faculty Handbook*, p. 19)

All grades are final. No exams or any other part of the course work may be repeated after the course is finished. Students may, however, retake a course they have not successfully completed. In this case, the grade they receive in retaking the course overwrites the original grade. See section 1.5.1 above for a description of the conditions under which students are dismissed from the University after receiving an excessive number of unsatisfactory grades in their courses, and also for a description of the process by which students may appeal individual grades or their resulting dismissal from the University.

2.4.4. Bildungsangebote der Institution, die nicht von der Akkreditierung erfasst sind

No change. [Note: the following description of our one non-accredited program is taken from our 2006 Annual Report].

We introduced a new program three years ago, which was not approved by the Accreditation Council, an M.A. in human resources management. This is the only program we currently offer that is not accredited by the Ministry of Education, Science, and Culture.

Full-Time Senior Professorship in Business Administration

Webster University is a fully accredited, private, non-profit, American university, with its main campus in St. Louis, USA (www.webster.edu). International campuses are located in Austria, Switzerland, The Netherlands, England, Thailand, and China. To accommodate its continued growth, Webster Vienna invites applications for a full-time senior professorship in business administration with graduate and undergraduate teaching and research responsibilities in one or more of the following areas:

Finance, accounting, economics, strategic management, international business, research methods, operations and project management, quantitative methods, and statistics.

The position will begin in the 2008-09 academic year, which starts in August, 2008. The initial appointment will be for two years, renewable indefinitely.

The required and desired qualifications for the position are as follows:

Required:

- Habilitation or an equivalent level of academic qualification
- Demonstrated teaching excellence
- An active research agenda
- Fluency in spoken and written English.

Desired:

- Substantial professional experience in the subject area
- Substantial experience in the American form of classroom instruction.

Interested applicants, please send a letter of interest, a c.v. with a full list of publications, and three letters of recommendation by **March 31, 2008** to:

Dr. William Fulton, Academic Director
Webster University, Vienna
Berchtoldgasse 1
A-1220 Vienna
Austria
E-mail: benton@webster.ac.at

Curriculum Vitae for Appointees to Half-Time Junior Professor Positions

Current curriculum vitae are provided in the following for these six half-time junior professors who were appointed in Fall, 2007:

- Dr. Jeffrey Ballinger (Management)
- Mag. Gürkan Birer, A.B.D. (Business Administration)
- Dr. Luba Habodaszova (Business Administration)
- Mr. Hanno Poeschl, A.B.D., M.Sc., M.B.A. (Management)
- Dr. Julia Pitters (Psychology)
- Dr. Efstathia Tzemou (Psychology)

Dr. Jeffrey Ballinger (Management)

Jeffrey Ballinger

Department of Management, Webster University Vienna

PhD candidate (Political Science) at McMaster University, Hamilton, Ontario (all but dissertation). Dissertation title: "Improving Labor Standards in a Global Economy."

Ongoing project: developing a "labor law enforcement" website for Pisa University's Interdisciplinary Center for Peace Studies.

September, 1998 – September, 2002: Research Associate, Kennedy School of Government, Harvard University. Constitutional law reform project (Turkey).

May, 1993 – 1999: Founder and Director of Press for Change, a non-profit human rights campaign organization with a focus on worker rights in the developing world. Appeared as an expert commentator on all U.S. commercial television networks, PBS and several foreign broadcasts. Published in *Harper's*, NY Daily News, The Wall Street Journal, *Dissent*, *Brown Economic Review* and Los Angeles Times.

May 1992 - January, 1996: Program advisor for training programs and advice on law drafts in the areas of privatization, labor codes and new non-governmental organizations. Consultant for American Bar Association human rights law drafting team (Russia and Kazakhstan) and Human Rights Law Drafting Conference in Ashgabat, Turkmenistan (Office of Security and Cooperation in Europe). Sixteen consulting assignments for the Free Trade Union Institute to: Almaty, Baku, Bucharest, Pristina and Sofia. (USAID- and National Endowment for Democracy-funded)

October 1984 - February 1992: Country Program Director for Asian-American Free Labor Institute: Turkey 1984-87 and Indonesia 1988-92; responsible for all aspects of field office operations. Increased Indonesia program budget by 450%; directed program for Kurdish migrant agricultural workers in S. East Turkey for two years. Assisted in drafting consumer protection law passed by the Turkish Parliament in 1986. (USAID-funded)

July, 1981 - August, 1984: Chairman (1982-3), Youth Institute for Peace in the Middle East. Organized first trip to U.S. by young Palestinian trade union leaders.

Co-founder (1981), Committee in Support of Solidarnosc: organized frequent demonstrations and circulated lists of prisoners to New York-based media.

Co-produced award-winning film on the 1982 campaign of 45,000 garment workers in New York's Chinatown. Communications consultant to United Federation of Teachers, AFL-CIO, NY City Central Labor Council (AFL-CIO), District 65 of United Auto Workers and Transport Workers Union of America.

June, 1977 - September, 1980: Assistant to Director of Organizing, Amalgamated Clothing and Textile Workers Union.

Board Member (1979-82): United States Youth Council; part-time staff of USYC "Labor Desk"

Education: B.A., Franklin College, 1976
J.D., New York Law School, 1983

Personal: b. 21 March 1953 in Gary, Indiana

Married (Tanyeli Bozkurt) with two sons

Publications:

1. Book

Ballinger, Jeffrey, & Olsson, C., (eds) (1997). "Behind the Swoosh: The struggle of Indonesians making Nike shoes," Uppsala Sweden: Global Publications Foundation and International Coalition for Development Action.

2. Journal, Magazine, and Newspaper Articles

Ballinger, Jeffrey. "Nike's Role in the Third World," *New York Times*, March 18, 2001.

Ballinger, Jeffrey. "How the Military Enforces Global Capitalism: Nike's Armies," *The Nonviolent Activist*, July-August 2000.

Ballinger, Jeffrey. "An Asian Century?" *New York Times*, January 1, 2000.

Ballinger, Jeffrey. "Taking On the Global Market Machine: Time to Gear for a Revolution," in "Worker Rights," PP 46, *Brown Economic Review*, Spring 1999.

Ballinger, Jeffrey (1998). "Nike in Indonesia," *Dissent*, 45(4): 18-21.

- Ballinger, Jeffrey. re “Capitalism 101,” *Wall Street Journal*, December 10, 1998.
- Ballinger, Jeffrey. “Closing Sweatshops,” *New York Times*, November 9, 1998.
- Ballinger, Jeffrey, and Deborah Sklar. “Old Policies of Repression Linger,” *Los Angeles Times*, August 7, 1998.
- Ballinger, Jeffrey. “Nike's Notorious Contractors,” *Wall Street Journal*, June 19, 1998.
- Ballinger, Jeffrey. “Lost American Jobs,” *New York Times*, November 2, 1997.
- Ballinger, Jeffrey. “U.S. Has to Help Reform Sweatshops Overseas”, *New York Times*, August 25, 1997.
- Ballinger, Jeffrey. “Nike Does It to Vietnam,” *Multinational Monitor*, March, 1997.
- Ballinger, Jeffrey. “Nike in Indonesia,” *Multinational Monitor*, February 1995.
- Ballinger, Jeffrey. “Nike's profits jump on the backs of Asian Workers,” *Harper's Magazine*, August, 1992.

3. Conference Papers

- Ballinger, Jeffrey. “Workers’ Self-Help as a Strategy to Gain Fair Wages and Better Working Conditions,” Conference on Fair Trade, Corporate Accountability and Beyond: Experiments in 'Globalising Justice,' Centre for Employment and Labour Relations Law, University of Melbourne, December 19-20, 2007.
- Ballinger, Jeffrey. “Corporate Social Responsibility Programs in the International Apparel and Footwear Sectors: Improvements or Obfuscation?” Conference on Workers Rights, Human Rights: Making the Connection, Centre for Research on Work and Society, York University, November 16-17, 2007.
- Ballinger, Jeffrey. “Recent Developments in Anti-Sweatshop Activism,” New Voices in Labour Studies Workshop, McMaster University, Hamilton, Ontario, October 19-20, 2007.
- Ballinger, Jeffrey. "'Corporate Social Responsibility' is not working for workers. What was the impact of fifteen years of cross-border organizing?" Columbia University Seminar on Globalization, Labor and Popular Struggles, New York City, New York, October 15, 2007.
- Ballinger, Jeffrey. “Research in the Indonesian Garment Sector: 1989-99,” Workers and Social Cohesion Conference, McMaster University, Hamilton, Ontario, January 28-29, 2005.

4. Key source for

- Bullert, B.J. “Strategic Public Relations, Sweatshops, and the Making of a Global Movement”, The Joan Shorenstein Center on the Press, Politics and Public Policy Working Paper Series. #2000-14.
- Burns, Jennifer, and Debora L. Spar. "Hitting the Wall: Nike and International Labor Practices," *Harvard Business School Cases*, January, 2000, p1, 23p; (AN 11223951).

Mag. Gürkan Birer, A.B.D. (Business Administration)

CV

GÜRKAN BIRER

**Theresiengasse 54
2.Stock 18/19
A-1180,Vienna
Austria
Mobile Phone: 0699 123 79 356
e-mail: birergurkan@yahoo.com**

EDUCATION

- 2005- Doctorate in Economics (Vienna University, expected completion: Oct., 2008)
- 2002-2004 Postgraduate Study on Quantitative Finance (IHS)
- 2000-2002 Mathematics Master (Yıldız Technical University)
- 1992-1996 Teaching Mathematics BS (Bosphorus University)

WORK EXPERIENCE

- 2008 - Junior research professor, Webster University, Vienna
- 2005 - Project Assistant, BWZ (Vienna University)
- 2004 - Adjunct professor, (College Algebra and Quantitative methods), Webster University, Vienna
- 2001-2002 Mathematics Department Head, Private AKA Lycee (K 12 and IB)
- 2000-2001 Mathematics Department Head, DILKOFEN Pre-University Course
- 1996-2000 Mathematics Teacher, EROL ALTACA Pre-University Course

AREAS OF INTEREST IN FINANCE AND ECONOMICS

Fixed Income Derivatives
Risk Management
Financial Markets and Security Analysis
Portfolio Management
Profit Persistence

RESEARCH

Working Paper (BWZ Vienna): “Do profits persist? If so what are the determinants of profit persistence?”

Working Paper-(BWZ Vienna): “Forecasting EU-US exchange rate. A Horse race comparison of the forecasting accuracy of different models”

Final Paper at HIS: “A comparison study of single-factor affine term structure models with their single factor non affine counterparts on the basis of goodness of fit”

Second Year Paper at HIS: “Modeling the Volatility of Turkish Daily Exchange Market” ARCH(p) and GARCH(p,q) models are used to model the volatility of Turkish Lira/Dolar and Turkish Lira/ Euro daily exchange rates”

First Year Paper at IHS: “The Canadian Industrial Production was modeled using ARMA(p,q) models”

LANGUAGE SKILLS

Turkish Native Language

English Fluent

German Advanced Level

COMPUTER SKILLS

MS Office Programs

SPSS, Eviews, Matlab, Minitab,Pascal, Stata

Dr. Luba Habodaszova (Business Administration)

Curriculum Vitae Luba Habodaszova

Email: lhabodaszova@yahoo.com

Phone number: +421 903 742 669

Education

Ph.D., Department of Economics, Indiana University, Bloomington, IN, 2003
Dissertation: “Corruption, Tax Evasion and the Size of Government”

Certificate in Advanced Studies in Transition Economics, Central European University, Budapest, Hungary, 1996

M.A., Department of Economics, Central European University, Prague, Czech Republic, 1995

B.A., University of Economics, Bratislava, Slovak Republic, 1994

Professional Experience

- 2008** **Junior Research Professor**, Webster University Vienna, Austria
- 2005 –** **Adjunct Professor**, Webster University Vienna, Austria
2007 Classes taught: Principles of Macroeconomics, Principles of Microeconomics
- 2005 -** **Lecturer**, City University/VSM Bratislava, Slovak Republic
present Classes taught: Introduction to Microeconomics, Interpreting Statistics and Data, Quantitative Methods for Managers (MBA class), all classes taught also in via online
- 2002-2004** **Assistant Professor**, School of Business, Indiana University Kokomo, IN
Classes taught: Introduction to Microeconomics, Introduction to Macroeconomics, Managerial Economics
- 1998-2002** **Associate Instructor**, Department of Economics, Indiana University, Bloomington, IN
Classes taught: Introduction to Microeconomics, Statistics for Business and Economics, Introduction to Macroeconomics, Intermediate Microeconomic Theory
- 1996-1998** **Teaching Assistant**, Department of Economics, Indiana University, Bloomington, IN

Teaching Awards

W. Phillip Saunders Award (2001) - given in recognition of excellence in teaching undergraduate economics in the Department of Economics at Indiana University

Teaching Excellence Recognition Award (1999) - given in recognition of outstanding classroom teaching in the Department of Economics at Indiana University

Other Related Experience

Midwest Economic Association Annual Meeting – presentation of a paper “Corruption and the Size of the Government” at the panel “The Public Sector in Developing Economies”; discussant to a paper “Attitudes toward Trade Restrictions: A Cross-Country Study” by J.D. Daniels and M. von der Ruhr at the panel “Economics of Trade”, March 2002

National Science Foundation Workshop on Classroom Experiments in Economics, College of William and Mary, Williamsburg, VA, May 2002 – coauthor of a new classroom experiment “Public goods” submitted for publication

Managerial Economics and Business Strategy, Michael R. Baye, Fourth edition, McGraw-Hill, helping with revisions of two chapters in the textbook

European Bank for Reconstruction and Development, London – summer internship (1998), data collection and data analysis for a part of publication “Transition Report 1998”

Center for International Security and Arms Control, Stanford University - research assistant (Spring 1996), regression analysis of large individual panel data sets

Privatization Project, Central European University, Budapest - research assistant (1995-96), labor market data collection and cross-country data analysis

Computer skills: LIMDEP, SPSS, Stata, Excel

Language skills: Slovak (native), English (fluent)

Publications

M. Alexeev, L. Habodaszova, "Decentralization, Corruption, and the Unofficial Economy", submitted for publication to the *Journal of Public Economics* in January, 2007.

K. Brouhle, R. Carson, J. Corrigan, M. Farnham, S. Garip, L. Habodaszova, L. Johnson, M. Johnson, D. Lucking-Reiley, "Local Residential Sorting and Public Goods Provision: A Classroom Demonstration", *Journal of Economic Education*, Vol 36, 2005, pp. 332-344.

Mr. Hanno Poeschl, A.B.D., M.Sc., M.B.A. (Management)

See the separate PDF file for Mr. Poeschl's c.v.

Dr. Julia Pitters (Psychology)

See the separate PDF file for Dr. Pitters' c.v.

Dr. Efstathia Tzemou (Psychology)

CURRICULUM VITAE

NAME: DR EFSTATHIA TZEMOU

DATE OF BIRTH: 21 OCTOBER, 1972

GENDER: FEMALE

NATIONALITY: GREEK

CONTACT DETAILS ADDRESS: GENTZGASSE 135/17, A-1180 VIENNA.

TELEPHONE NUMBER: (01) 9575017 and 0676 5 701 638

EMAIL: etzemou22@webster.edu

WORK EXPERIENCE

Jan 2008 (ongoing)

Junior Research Professor

Webster University Vienna

▪ Teaching psychology at undergraduate level (Introduction to

Psychology, Research Methods and Cognitive Psychology)

Jan 2007 (ongoing)
*Undergraduate Student
Advisor*

Webster University Vienna

Sep 2005 – Dec 2007
Adjunct Faculty

Webster University Vienna, Department of Psychology

- Teaching undergraduate courses in psychology (Psychology of Religion, Introduction to Psychology, Psychological Processes in Psychosis and Introduction to Research Methods).

Jan 2004 – Dec 2004
Research Fellow

Nottingham Trent University, Division of Psychology

Seconded by the University of Birmingham, Medical School

- Work on a research project funded by the British Government to evaluate the development of Early Intervention Services for Psychosis within the West Midlands (UK).
- The project took a mixed methods approach including case studies based on semistructured interviews with staff and patients of the participating NHS (National Health Service) services and logistic regression modelling to establish cost effectiveness of the services.
- The work included: designing research tools, collecting data, data analysis and different forms of dissemination of findings.

2002-2004
Lecturer in Psychology

Nottingham Trent University, Division of Psychology

- Teaching abnormal psychology, approaches to psychotherapy and theories of personality at undergraduate level 3.
- Teaching research methods at first and second undergraduate level and at postgraduate level (including experimental psychology, psychometrics (tests and measurements), statistics etc.)
- Member of the Admissions team and of the Teaching Committee .
- Postgraduate and undergraduate research supervision.

2000-2002
*Part-Time Lecturer in
Psychology*

Nottingham Trent University, Division of Psychology

- Teaching research methods at level one and two.
- Teaching Social and Cognitive psychology at level two.

2001-2002
Teaching Assistant

University of Birmingham, School of Psychology

- Support teaching on level one and level two research methods.
- Teaching both qualitative and quantitative research methods (e.g. experimental designs, correlational designs, factorial designs, semi-structured interviewing, grounded theory analysis etc.)
- Teaching different dissemination methods (eg report writing, oral presentation skills, poster presentations etc)

1998-1999
Trainee Student Counsellor

Sheffield Hallam University, Counselling Service

- One-to-One counselling with university students.

1997-1998
Counsellor

Freelance Work

- One-to-One counselling on a freelance basis
- Counselling adults on a wide range of issues (copying with stress, depression, relationship difficulties etc)

1995-1996
Assistant Clinical Psychologist

University of Athens, Psychiatric Hospital

- Worked at the Day Hospital and an impatient adult psychiatric Unit as

part of a multidisciplinary group.

- Participation in diagnostic staff meetings
- Assisted with and led psychosocial intervention groups.

+1993

Research Assistant

University of Athens, Medical School

Freelance Work

- Questionnaire design, data collection and coding on a research project on health attitudes and behaviours amongst teenagers. A programme funded by the WHO and which took place in a number of centres throughout Europe.

EDUCATION

1999-2002

- PhD in Psychology at the University of Birmingham School of Psychology.
- Thesis title: Cognitive Vulnerability in Manic Depression: a Prospective Study
- Supervisor: Professor Max Birchwood
- External examiner: Professor Chris Brewin (University College London-UCL).

1997-1998

- MA in Counselling Studies at the University of Nottingham
- Result: Distinction
- Dissertation Title: The Development and Resolution of Transference.

1996-1997

- PGCert in Counselling Practice at the University of Derby.
- Result: Pass

1990-1995

- BA in Psychology at the American College of Greece.
- Result: 2.67

MEMBERSHIP IN PROFESSIONAL BODIES

Graduate member of the British Psychological Society

RESEARCH ACTIVITY

Published work

- Tzemou, E. and Birchwood, M. (In Press). "A prospective study of dysfunctional thinking and the regulation of negative intrusive memories," in Bipolar disorder: implications for affect regulation theory. *Psychological Medicine*

Work being prepared for submission

- Depressive affect and sub-types of depression in Bipolar disorder
- The development and resolution of transference in cognitive therapy

Work in progress

- Exploring the process of losing faith: a memory work project

Research Interests

- Psychological models of Bipolar Disorder and the Psychoses
- Psychological correlates of sub-clinical psychopathology
- Psychological interventions in Bipolar Disorder and the Psychoses
- The use of qualitative methods in psychological research
- The understanding of cognitive processes and structures in applied areas of psychology
- Principles of social cognition and their application in every day activities

PRIZES AWARDED

1998

Sir Basil Blackwell Prize

- Awarded yearly to the best student in the School of Education, of the University of Nottingham, on a competitive basis. Nomination can only be made and supported by the teaching staff.

LANGUAGES

Greek: mother tongue/very good

English: very good

Italian: good

German: very basic

REFEREES

Dr Mark Davies
Head of Division
Division of Psychology
The Nottingham Trent University
Burton Street
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NG1 4BU
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Professor Max Birchwood
School of Psychology
The University of Birmingham
Edgbaston
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B15 2TT
UK

Dr Helen Lester
Clinical Reader in Primary Care
Department of Primary Care
The Medical School
The University of Birmingham
Edgbaston
Birmingham
B15 2TT
UK

Subordination Agreements 2006 and 2007

See the separate PDF file for the Subordination Agreements from 2006 and 2007.

Gewinn- und Verlustrechnung 2006/07

See the separate PDF file for the Gewinn- und Verlustrechnung 2006-07.

Research Faculty Publications 2006-07

A list of research projects completed by our six full-time research faculty members this year as well as their work in progress are provided in the following.

Michael Freund

Work in Progress

Freund, Michael, and M. Feurstein. „Der Karikaturenstreit. Eine vergleichende Medienanalyse zwischen deutscher Streitkultur und britischem Understatement.“ Proposed to *Publizistik*.

Freund, Michael. „Neue Zeiten, alte Eliten?“ Review of Charles Kadushin, *The American Intellectual Elite*, with a new introduction by the author. Proposed to *Publizistik*.

Journal articles

Michael Freund. „Über die Wahrnehmung von Fotografie in den österreichischen Printmedien.“ *Eikon* 56/2007.

Newspapers and magazines

Freund, Michael. Reviews of new media products such as *Monocle* (UK, Switzerland and Japan), *Vanity Fair* (Germany) and *Portfolio* (US). Also, several contributions to the topic of photography and media politics.

Freund, Michael. A review of Anton Holzer, *Die andere Front. Fotografie und Propaganda im Ersten Weltkrieg*. Forthcoming.

Online

Freund, Michael, and the class of MEDC 3190, Spring 2007. “Mobility and Privacy. Use of mobile communication and preferences among students: An empirical study in cooperation with One Mobile Provider.” To be put online in September 2007.

Freund, Michael, and the class of MEDC 3190, Spring 2007. “Word of Mouth and Increased Readership. A study of the communicative behavior of newspapers readers.” To be put online in December 2007.

Arno Haslberger

Work in Progress

Haslberger, Arno, and Karl Zehetner. Survey of expatriates in Vienna in collaboration with the City of Vienna; part of a larger project in collaboration with Michael Dickmann of Cranfield University, UK.

Haslberger, Arno. "The emotional state of expatriates." Plan for an investigation into an existing data set with the intent to turn it into an article.

Haslberger, Arno, and Chris Brewster. Theory article on expatriate adjustment incorporating the latest work on domains and families. Intend to submit to the 2008 AOM Conference.

Haslberger, Arno, Vlad Vaiman, and Chris Brewster. Article on the adjustment of Russian migrant intellectuals (early stage).

Book Chapters

Haslberger, Arno. "Expatriate adjustment", chapter in edited book, C. Brewster, M. Dickmann, P. Sparrow: *International HRM: contemporary issues in Europe*, to be published later in 2007.

Journal Articles

Haslberger, Arno, and Sharman Esarey. "Off Ramp – Or Dead End?" Case study, *Harvard Business Review*, February 2007 (*Harvard Business Manager*, April 2007, in German).

Haslberger, Arno, and Sharman Esarey. "Snakes and Ladders: the organisation's path to successful expatriation", 360 – *The Ashridge Journal*, Autumn 2006.

Haslberger, Arno, and Chris Brewster. "Capital gains: the importance of expatriate adjustment in international careers," submitted to *Human Resource Management*.

Haslberger, Arno, and Chris Brewster. "The expatriate family: an international perspective", submitted to and conditionally accepted by the *Journal of Managerial Psychology*.

Conference Papers

Haslberger, Arno, and Chris Brewster. "Gender differences in expatriate adjustment," 67th Annual Meeting of the Academy of Management (AOM), Philadelphia, August 6-8 2007.

Haslberger, Arno, and Chris Brewster. "Domains of expatriate adjustment with special emphasis on work," 6th International Workshop on Human Resource Management, University of Cadiz, Jerez, May 17-18, 2007.

Haslberger, Arno. "Interim management and strategic staffing – Exploratory evidence from the UK", EIASM 22nd Workshop on Strategic Human Resource Management, Brussels, April 19-20, 2007.

Haslberger, Arno. "Expatriate Adjustment – Systematic Extensions to Theory", in: *Socially Responsive and Socially Responsible Employment and Work*, Proceedings of ACREW/KCL 2006 Conference, July 2006, with Chris Brewster

Christian Kummer

Work in Progress

Kummer, Christopher. "Drivers and Constraints of Mergers & Acquisitions in Selected Countries: An Empirical Study."

Kummer, Christopher and Ulrich Steger. "The False Hope Theory of Mergers & Acquisitions."

Kummer, Christopher. *Lessons Learned on Mergers & Acquisitions*, to be published by Palgrave Macmillan.

Book

Kummer, Christopher. *Internationale Fusions- und Akquisitionsaktivität: Historische Entwicklung, Verbreitung und strategische Intention*, Deutscher Universitäts-Verlag, December, 2005.

Book Chapter

Kummer, Christopher. "Country-Specific Factors that Indian Companies are Attracted by to Pursue Cross-border Mergers & Acquisitions," accepted for publication in Amar KJR Nayak and M G Jomon (eds.), *India in the Emerging Global Order*, McGraw Hill Publications, forthcoming, and presented at the 5th Annual Conference of the Academy of Business, Chapter India, January 29-31, 2007, Bhubaneswar, India.

Journal Articles

Kummer, Christopher and Ulrich Steger. "Why Mergers & Acquisitions (M&A) Waves Occur—The Vicious Circle from Pressure to Failure," Working Paper IMD 2007-11, July, International Institute of Management Development (IMD), Lausanne, Switzerland, and accepted for publication in *Strategic Management Review*.

Kummer, Christopher. "Differences and Similarities in Mergers & Acquisitions Activity and Strategic Intentions—The Case of the Global Pharmaceutical Industry," in *Global Business & Economics Anthology 2007*, Vol. 1, p. 183-196, and presented at the 2007 Conference of the Business & Economics Society International (B&ESI), July 16-20, 2007, Antibes, France.

Kummer, Christopher. "Characteristics of Home Countries of Foreign Acquirers in Upper-middle-income Economies—An Explorative Study of Mexico," in *The ICFAI Journal of Mergers & Acquisitions*, No. 2 (June 2007), Vol 4, p. 7-14, and presented at the International Applied Business Research (IABR) Conference, March 26-29, 2007, in Mazatlan, Mexico.

Articles in Popular Journals and Magazines

Kummer, Christopher, "The Use of HR Metrics in Mergers & Acquisitions," in *Strategic HR Review*, forthcoming.

Kummer, Christopher. "Gastkommentar: Ausverkauf Österreichs findet nicht statt," in *Wirtschaftsblatt*, April 4, 2007, p. 12.

Kummer, Christopher and Annabelle Pineda. "Conflict-free integration at T-Mobile: Mastering the cultural change of post-merger integration at T-Mobile Austria," in *Strategic HR Review*, No. 3 (March/April 2007), Vol. 6, p. 16-19.

Kummer, Christopher and Ian Morley. "How to Deal with Compensation & Benefits in Mergers and Acquisitions," in *Strategic HR Review*, No. 3 (March/April 2007), Vol. 6, p. 5.

Kummer, Christopher and Ian Morley. "Focus on Compensation and Benefits for Successful Mergers," in *The Source for HR Professionals*, Monthly E-Zine for HR Professionals, February 8, 2007.

Kummer, Christopher. "Elements of Good Due Diligence," in *The Times*, Special Interest Supplement on Due Diligence by Mediaplanet, December 5, 2006, p. 2.

Kummer, Christopher. "Wie Personalisten den Erfolg von Fusionen und Übernahmen beeinflussen können," in *Personal Manager – Zeitschrift für Human Resources*, No. 4 (July), 2006, p. 29-31.

Conference Papers

- Kummer, Christopher. "Differences and Similarities in Mergers & Acquisitions Activity and Strategic Intentions—The Case of the Global Pharmaceutical Industry," 2007 Conference of the Business & Economics Society International (B&ESI), July 16-20, 2007, Antibes, France, and published in *Global Business & Economics Anthology 2007*, Vol. 1, p. 183-196.
- Kummer, Christopher. "The Effect of Economic Freedom on Global Mergers & Acquisitions in 2005," 32nd Annual Conference 2007 of the Association of Private Enterprise Education, April 8-10, 2007, Cancun, Mexico.
- Kummer, Christopher. "Characteristics of Home Countries of Foreign Acquirers in Upper-middle-income Economies—An Explorative Study of Mexico," International Applied Business Research (IABR) Conference, March 26-29, 2007, in Mazatlan, Mexico, and published in *The ICAI Journal of Mergers & Acquisitions*, No. 2 (June 2007), Vol 4, p. 7-14.
- Kummer, Christopher. "Country-Specific Factors that Indian Companies are Attracted by to Pursue Cross-border Mergers & Acquisitions," 5th Annual Conference of the Academy of Business, Chapter India, January 29-31, 2007, Bhubaneswar, India, and accepted for publication in Amar KJR Nayak and M G Jomon (eds.), *India in the Emerging Global Order*, McGraw Hill Publications, forthcoming.
- Kummer, Christopher. "Mergers & Acquisitions in the Pharmaceutical Industry in South America: Activity and Strategic Intentions," Global Conference on Business and Finance (GCBF), May 31-June 3, 2006, San Jose, Costa Rica.
- Kummer, Christopher. "Fusionen & Akquisitionen: Wunderwaffe oder Teufelszeug?" Grow Ahead!—Das Wachstumsnetzwerk, May 16, 2006 in Vienna, Austria.

Reports

- Kummer, Christopher. "Mergers & Acquisitions in Austria—1st Half 2007," July 1, 2007
- Kummer, Christopher. "Mergers & Acquisitions in South Eastern Europe (SEE), 2000-2007," 51 pages, June 22, 2007

Thomas Oberlechner

Work in Progress

- Oberlechner, T., and John Van Maanen (MIT, Sloan School of Management, USA) and Robert P. Gephart (University of Alberta, Department of Strategic Management and Organization, Canada) (eds.). *Organizations and Risk in Late Modernity*. Special Issue of *Organization Studies*. Scheduled for publication June 2008.
- Oberlechner, T. *The Alchemists of Finance: Personality Characteristics and Trading Performance of Foreign Exchange Traders*.
- Oberlechner, T., & Mayer-Schoenberger, V. *Through their own words: Towards a new understanding of leadership through metaphors*.

Book

Oberlechner, T. (2007). *The Psychology of Ethics in the Finance and Investment Industry*. Research Monograph, ISBN 978-0-943205-95-3, The Research Foundation of CFA Institute.

Journal Articles

- Oberlechner, T., & Osler, C. (2007). Overconfidence of Professional Traders in Financial Markets. Abstract Book, SPUDM 21 Conference Subjective Probability, Utility and Decision Making, Warsaw, Poland
- Oberlechner, T. (2006). Von Freuds Unbewusstem zu einer Psychologie von Finanzmärkten (*From Freuds Unconscious to a Psychology of Financial Markets*). Proceedings der Internationalen Konferenz zu Ehren des 150. Geburtstages von Sigmund Freud: Sigmund Freuds Nachlass und die Moderne, 88-89. Moskauer Städtische Pädagogische Universität, Moskau.
- Oberlechner, T. (2006). (Seeming) Expertise in Financial Markets: Overconfidence of Professional Traders. Abstracts and Program, Berlin Conference on Expertise in Context, B14-15.
- Oberlechner, T. (2006). The Alchemists of Finance: Personality Characteristics and Trading Performance of Foreign Exchange Traders. Proceedings of the IAREP-SABE Conference CD-ROM, 5-8 July, Paris, France.
- Oberlechner, T., & Osler, C.L. (submitted). Overconfidence in Currency Markets.

Conference Papers

- Oberlechner, T., (2007). Overconfidence of Professional Traders in Financial Markets. Abstract Book, SPUDM 21 Conference Subjective Probability, Utility and Decision Making, August 21, Warsaw School of Social Psychology, Warsaw, Poland.
- Oberlechner, T. (2006). Vom Unbewussten zu einer Psychologie von Finanzmärkten [From the Unconscious to a Psychology of Financial Markets]. Internationale Konferenz zu Ehren des 150. Geburtstages von Sigmund Freud: Sigmund Freuds Nachlass und die Moderne, Moskauer Städtische Pädagogische Universität, Moskau, Russia.
- Oberlechner, T. (2006). (Seeming) Expertise in Financial Markets: Overconfidence of Professional Traders. Presentation at the Berlin Conference on Expertise in Context, July 27, Humboldt University, Berlin, Germany.
- Oberlechner, T. (2006). The Alchemists of Finance: Personality Characteristics and Trading Performance of Foreign Exchange Traders. Presentation at the Annual Conference of the International Association for Research in Economic Psychology, July 5, Paris, France.

Dr. Monika Schwärzler-Brodesser

Work in Progress

- Schwärzler-Brodesser, Monika. *The Rhetoric and Pictorial Logic of the Photographic Close-up; its philosophical, psychological, and media implications*. Habilitationsarbeit.
- Schwärzler-Brodesser, Monika. The Early Breath Compositions by the Viennese Actionist Günter Brus. Proposal for a conference with the title, "Take a Deep Breath," which will take place in London in November 2007.

Schwärzler-Brodesser, Monika. Contribution to *Praesens*, a Hungarian magazin of contemporary art. The paper will focus on female artists' strategies of castrating the gaze of the viewer and of denying visual access to pictorial space.

Schwärzler-Brodesser, Monika. Study on city lights. The paper will establish a connection between the contemporary advertising space of the city light and the motive of the illuminated window in Romantic literature. Submitted to the *Second International Conference on Image Science* in Göttweig, organized by the Donau Universität, taking place in April 2008. Title of the conference: "Gazing into the 21st Century: Confronting Image Naivité."

Book Chapter

Schwärzler-Brodesser, Monika. Digital Worlds and the Sound of Violence. In: Alejandro Cervantes Carson, Leonhard Praeg (Hg.): *De-Naturalizing Violence: Trans-Disciplinary Explorations*. Inter-Disciplinary Press, Oxford, 2007.

eBook

Schwärzler-Brodesser, Monika. *Digital Worlds and the Sound of Violence*.
<http://www.inter-disciplinary.net/ptb/hhv/vcce/prog.html>, ISBN 1-904710-49-2.

Journal Articles

Schwärzler-Brodesser, Monika. Harald Gsaller: Libellenlarven/Larvenhüllen. In: *Eikon. Internationale Zeitschrift für Photographie und Medienkunst*. Heft 55. 2006.

Schwärzler-Brodesser, Monika. Der Feind aus dem Osten. Zu Franz Kapfers Fotoserie „zur Errettung des Christentums“. In: *Fotogeschichte. Beiträge zur Geschichte und Ästhetik der Fotografie*. Heft 103. 2007.

Schwärzler-Brodesser, Monika. Paper presented at 6th Global Conference: Violence, Contexts & the Construction of Enemies, Budapest, May, 2007, and accepted for publication in the selective proceedings of the conference (10 of 40 papers presented).

Article in Exhibition Catalog

Schwärzler-Brodesser, Monika. AusstellungsSynergien. In: *future systems : rare momente* (Exhibition catalog), Lentos Kunstmuseum Linz, Schlebrügge. Editor 2007. Catalog was presented at the Biennale in Venice

Conference Papers

Schwärzler-Brodesser, Monika. Presentation at 6th Global Conference: Violence, Contexts & the Construction of Enemies, Budapest, May, 2007. Paper also accepted for publication in the selective proceedings of the conference (10 of 40 papers presented).

Schwärzler-Brodesser, Monika. Presentation at the international museum workshop Organising & Curating the Transition, organized by the *Joanneum* in Graz, held in Sarajewo, Bosnia- Herzegowina.

Gregory Weeks

Work in Progress

- Weeks, Gregory, (Ed.). A collection of essays on anti-Americanism with preliminary title:
Anti-Americanism Worldwide.
- Weeks, Gregory. *The Vienna Police in the Third Reich*. Yad Vashem Press.
- Weeks, Gregory. *A Military History of Germany, 1815 to Present*. Praeger Press.
- Weeks, Gregory (Ed.), and Meinrad Knapp. *Ich war nie Rommels Koch: Die Memoiren von Theodor Tarsiewicz*. Böhlau.
- Weeks, Gregory. *Die Rolle der „Ostmark“ in der deutschen Kolonialpolitik, 1918-1945*. Böhlau.

Book

- Weeks, Gregory, Susan Margolis Winter Balk, and Richard Winter. *Vienna's Conscience: Face to Fact Fifty Years after Hitler*. St. Louis: Reedy Press, to be published in October, 2007.

Book Chapter

- Weeks, Gregory. "Austrian Independence Restored" (Austrian State Treaty) in Mark Rehn, (Ed.), *Great Events from History: The Twentieth Century, 1941-1970*. Pasadena: Salem Press, to be published in December, 2007.

Journal Article

- Weeks, Gregory. "Understanding the Holocaust: The Past and Future of Holocaust Studies," *Contemporary European History* 15(1), 2006, 117-129.

Conference Papers and Special Lectures

- Weeks, Gregory, Petar Popovic, and Nicole Frechette. "Military Ethical Codes after the Holocaust," Seventh Biennial Meeting of The International Association of Genocide Scholars, Sarajevo, July 9-13, 2007.
- Weeks, Gregory. Jean Monnet Lecture on "Anti-Americanism in Europe," University of Hildesheim, Germany, June 25, 2007.
- Weeks, Gregory. "Asking the Right Questions?" Lessons & Legacies Holocaust Conference, Claremont-McKenna College and The Claremont Graduate University, Claremont, California, November, 2006.
- Weeks, Gregory. "The General Staffs in Germany and Austria, 1866-1938," German Studies Association, Pittsburgh, PA, 2006.
- Weeks, Gregory. "National Socialist Racist Propaganda and the Treatment of Captured French African Soldiers, 1940," Black European Studies in Transnational Perspective (BEST) 2nd International Interdisciplinary Conference, Freie Universität Berlin, Germany, July 27-30, 2006.

Research Projects Funded for Adjunct Faculty Members in 2006-07

The following adjunct faculty research projects were funded this year:

1. Research Grant

- David White: EUR 500 for a book, "Practical data Manipulation and Information Analysis with EXCEL," to be used in his course, CSIS 3410, Information Analysis.

2. Conference Papers

- Elisabeth Cassels-Brown: EUR 750 for participation in the 2007 Conference of the Society for Intercultural Education, Training, and Research in Sofia, April 25-29, 2007 to present a paper together with Mag. Priya Abraham, "The Effect of Western European Managers' Stereotyping on their Central and Eastern European Counterparts."
- Michael Schneider, EUR 1000 for participation in the Southern Graphics Council Conference 2007 in Kansas City, March 21-25, 2007 to present a paper, "Points, Plots, Ploys."
- Stefan Geyerhofer: EUR 200 for participation in the Clearing Oesterreich—Fachtag 2007 Conference in Puchberg, May 23-24, to give a presentation on "Spezielle Problematiken in der Beratung von Jugendlichen und Auswirkungen auf die berufliche Orientierung und Integration."
- Ibrahim Wazir, EUR 670 for participation in the Computer Algebra in Mathematics Education Conference (CAME5), Pecs, June 19-20, 2007 to present a paper, "The Use of CAS in Schools: An International Schools' Perspective."

COURSE EVALUATION QUESTIONNAIRE

Course: _____ *Instructor:* _____ *Term:* _____

Please take time to respond to this questionnaire, making any comments you feel appropriate. All responses will be treated **CONFIDENTIALLY**. After the course grades are turned in, the instructor will receive a **computer printout** with all the ratings and comments made. The instructor will **never** see this form with your written responses.

Thoughtfully and carefully place a number reflecting your evaluation of the course

(1 = Strongly Agree; 2 = Agree; 3 = Neither Agree or Disagree; 4 = Disagree; 5 = Strongly Disagree; n/a = Not Applicable)

THE COURSE

1. ____ The objectives were clearly stated in the course syllabus.
2. ____ The course content was consistent with the course objectives.
3. ____ Course assignments facilitated learning.
4. ____ The amount of work required was appropriate.
5. ____ Overall, the readings assigned in this course were good.

Please comment on specific reading material:

6. ____ The course material prepared students for more advanced work in this field.
7. ____ Course exams reflected the course material.
8. ____ The exams gave students a fair opportunity to demonstrate knowledge.
9. ____ The instructor made it clear how the students' work would be evaluated.
10. ____ The grading methods were objective.
11. How many hours did you spend per week on preparation/homework for this course? (circle one)

1.) 1 – 2 hours 2.) 3 – 4 hour 3.) 5 – 6 hours 4.) 7 – 8 hours 5.) 9 or more hours

Which aspects of the course did you find most valuable?

Which aspects of the course did you find least valuable?

THE INSTRUCTOR

12. ____ had thorough knowledge of the subject matter of the course
13. ____ covered the course subject matter in sufficient depth
14. ____ encouraged critical thinking
15. ____ encouraged questions and class discussion which led to a better understanding of the material
16. ____ was well prepared on subject of the course
17. ____ was accessible outside of class
18. ____ explained clearly
19. ____ challenged students to do their best work
20. ____ used class time effectively

What did you like best about the instructor's teaching?

What did you like least about the instructor's teaching?

GENERAL

21. ____ Overall, I am satisfied with this course.
22. ____ Overall, the instructor was an effective teacher in this course.

What do you recommend to improve this course?

Additional Comments (use back of page if you need more space):

FACULTY QUESTIONNAIRE

Course: _____ **Instructor:** _____ **Term:** _____

Please take time to respond to this questionnaire thoughtfully, making any comments you feel appropriate.

CLASSROOM PREPARATION (PLEASE CIRCLE: 1 = Always; 2 = Sometimes; 3 = Never; n/a = not applicable)

11. Was the equipment you needed for class provided at the beginning of each of your class sessions? 1 2 3 n/a
 Comments: _____
12. Was the equipment set up properly and in good working order? 1 2 3 n/a
 Comments: _____
13. Was the room arranged neatly in the designated format (seminar or lecture style)? 1 2 3 n/a
 Comments: _____
14. Was the white board clean? 1 2 3 n/a
 Comments: _____
15. Did you erase the white board after your class? 1 2 3 n/a
 Comments: _____
16. Were there four functional markers and a clean eraser provided? 1 2 3 n/a
 Comments: _____
17. Was the room tidy – all bottles and trash removed? 1 2 3 n/a
 Comments: _____
18. Did you and your students leave the room tidy returning all tables and chairs to their designated positions? 1 2 3 n/a
 Comments: _____

THE COURSE (1 = Yes; 2 = Partly; 3 = No; n/a = not applicable)

9. Were students capable of working at the level you expected? 1 2 3 n/a
 Comments: _____
10. Do you think you offered adequate feedback to your students? 1 2 3 n/a
 Comments: _____
11. Were you able to achieve objectives detailed in your syllabus? 1 2 3 n/a
 Comments: _____
12. If you taught your course in a four-hour block, did you have any problems with this format? 1 2 3 n/a
 Comments: _____
13. Were the textbooks available for students in time to prepare for the first assignment? 1 2 3 n/a
 Comments: _____
14. Does the catalogue accurately describe what you think should be covered in this course? 1 2 3 n/a
 Comments: _____
15. Did the administration provide the assistance you needed? 1 2 3 n/a
 Comments: _____

(1 = Excellent; 2 = Good; 3 = Average; 4 = Below Average; 5 = Poor; n/a = not applicable)

16. How would you rate the course textbook(s) used? 1 2 3 4 5 n/a
 Comments: _____

Organization Chart

